

**1977-1978
Bulletin of**

**Wellesley
College**

**Catalogue Issue
September 1977**

Volume 67, Number 1
Catalogue Issue

The College reserves the right in its discretion to make from time to time changes affecting policies, fees, curricula, or other matters announced in this Bulletin.

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Contents

Academic Calendar 1977-78	3
The College	9
Admission	13
Financial Information	17
Student Life	25
The Campus	31
Academic Program	35
Courses of Instruction	45
Officers of Instruction	167
Administration	185
Alumnae Organization	191
Index	194



Credits:
Photographs by Bradford Herzog, Lilian Kemp,
Elaine Lampert, and Julie O'Neil.

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September 1977 30M

Academic Calendar

1977-1978

First Semester

New students arrive	Sunday September 4
Returning students arrive	Tuesday September 6
Convocation	Wednesday September 7
Classes begin	Thursday September 8
Fall recess begins	Friday October 7
Fall recess ends	Monday October 10
Thanksgiving recess begins	Wednesday November 23
Thanksgiving recess ends	Sunday November 27
Classes end	Monday December 12
Reading period begins	Tuesday December 13
Reading period ends	Friday December 16
Examinations begin	Saturday December 17
Examinations end	Thursday December 22
Christmas vacation begins	Thursday December 22
Christmas vacation ends	Saturday January 7
Winter term begins	Sunday January 8
Winter term ends	Sunday January 29

Second Semester

Classes begin	Monday January 30
Spring vacation begins	Friday March 24
Spring vacation ends	Sunday April 2
Classes end	Friday May 5
Reading period begins	Saturday May 6
Reading period ends	Wednesday May 10
Examinations begin	Thursday May 11
Examinations end	Wednesday May 17
Commencement	Friday May 26

Correspondence

President

General interests of the College

Dean of the College

Academic policies and programs

Class Deans

Individual students

Study abroad; students from abroad

Director of Admission

Admission of students

Financial Aid Officer

Financial aid; student employment;
fellowships

Student Services

Residence; health services; counseling

Bursar

College fees

Registrar

Transcripts of records

Director of Continuing Education

Continuing education

Dean of Academic Programs

MIT cross-registration

Exchange programs

Director of Career Services

Graduate school; employment;
general career counseling of
undergraduates and alumnae

Vice President for Business Affairs

Business matters

Vice President for College Relations

Internal and external publics

Vice President for Resources

Gifts and bequests

Executive Director, Alumnae Association

Alumnae interests

Address

Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

Visitors

Wellesley welcomes visitors to the College. The administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

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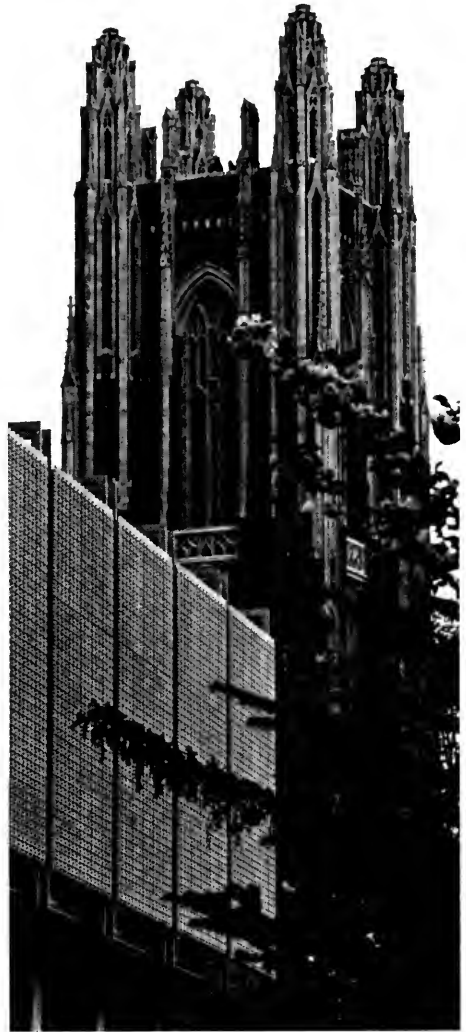
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Edward A. Weeks, Jr.
Boston, Massachusetts

Mary Sime West '26
Katonah, New York

Henry Austin Wood
Newport, Rhode Island

Katharine Timberman Wright '18
Columbus, Ohio





Presidents

Ada Howard
1875-1881

Alice Freeman Palmer
1881-1887

Helen Shafer
1887-1894

Julia Irvine
1894-1899

Caroline Hazard
1899-1910

Ellen Fitz Pendleton
1911-1936

Mildred McAfee Horton
1936-1949

Margaret Clapp
1949-1966

Ruth M. Adams
1966-1972

Barbara W. Newell
1972-

The College



A student's years at Wellesley College are the beginning—not the end—of an education. It is an education characterized by sensitivity and knowledge, and by the mastery of intellectual skills and the growth of a discerning mind. Above all, its aim is the wisdom to use knowledge to enhance one's own life and to participate more effectively in the larger community.

Wellesley offers this education in an environment which takes women seriously as individuals, as scholars, and as leaders.

Although education at Wellesley was 100 years old in 1975, it continues to reflect the goals of its founder, Henry Fowle Durant. He was an impassioned believer in equality for women, who saw education as the way women could prepare themselves for "great conflicts" and "vast reforms in social life." Wellesley College reaffirmed these early visions in 1971 when, after seriously considering coeducation, it elected to remain a college for women only.

Throughout the years, Wellesley has encouraged women to make unconventional choices, and it continues to encourage students to seek for themselves a range of options. As a result, many Wellesley women choose to major in such areas as economics, mathematics, and the sciences and subsequently enter careers in business, law, and medicine—all fields which have been long dominated by men.

This conscious effort to provide women with a full range of career and life choices is an integral part of Wellesley's rigorous and demanding academic experience.

High academic standards at Wellesley are combined with considerable flexibility of choice for the individual student. There are opportunities for independent study, individually designed majors, and research.

A primary concern in the Wellesley classroom is the development of analytical skills and clarity of expression; to this end, most instructors emphasize writing papers and reports. Classes are small, with the average size ranging from 22 to 25 students. Popular introductory courses which enroll more than 100 students include small discussion or conference sections. Upper level classes and seminars bring together 12 to 15 students and an instructor to pursue a common problem. The student-faculty ratio of 10 to 1 offers an excellent opportunity for students to undertake individual work with faculty on honors projects and research.

Wellesley's faculty—of whom 56 percent are women—bring to the College diverse academic and professional interests. They are scholars as well as poets, novelists, artists, musicians, scientists, political and economic analysts. A number live on or near the campus, and they take part in many aspects of College life.

Intellectual development at Wellesley is buttressed by outstanding resources and facilities. The Margaret Clapp Library has an extensive general collection containing original source material from special collections. In addition to the facilities of the main library, many departments have their own libraries. In the sciences, facilities include laboratories, greenhouses, an observatory, and special equipment such as controlled environment chambers, two electron microscopes, and two NMR spectrophotometers. Wellesley's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). A new Science Center brings together all of the science departments, including mathematics and computer science, in a contemporary setting where interdisciplinary studies can be fostered.

Students in the arts find excellent facilities in the Jewett Arts Center which has a teaching museum, libraries, practice rooms, studios, and an auditorium. Each year the Museum has several exhibitions of students' work, and Jewett is also used for students' concerts and recitals.

The Wellesley curriculum is extended through opportunities for cross-registration with the Massachusetts Institute of Technology, exchange programs, and study abroad.

MIT men and women come to Wellesley for such courses as psychology, economics, and art history. Wellesley women travel to MIT for such classes as urban planning, political science, and photography. Buses shuttle hourly along the 12 mile route between the two campuses.

The Twelve College Exchange Program each year brings men and women from other New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. An exchange between Wellesley and Spelman College, a distinguished Black liberal arts college for women in Atlanta, Georgia, was inaugurated in 1974-75.

Wellesley also offers opportunities for study abroad through the Slater, Waddell, and Stecher scholarship programs. The Slater

program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or in the summer. Wellesley does not have its own junior year abroad program, but it does help students make arrangements for such study by direct enrollment in foreign universities or through application to such programs administered by other colleges.

One advantage of women's colleges is the opportunity for women to assume leadership in college organizations and activities. These options frequently are closed to women in coeducational institutions where extracurricular activities are dominated by male students.

Wellesley students serve on almost all major committees of the Board of Trustees, including the Investment Committee, and on committees of the Academic Council, including the Board of Admission and the Committee on Curriculum and Instruction. Students are voting members of most committees on which they serve. In academic departments, they are voting members of curriculum and faculty search committees, and they also serve on committees which set policy for residential life and which govern Schneider College Center, the focus for much student and community activity on campus.

In 1918 students and faculty concluded a historic Agreement creating the College Government which allows for student control over most nonacademic aspects of their lives and for faculty supervision of academic matters. College Government officers are elected each spring by the students, and the president of College Government heads the student Senate which consists of students, faculty, and administrators but in which only student members have voting privileges.

Students also have numerous outlets for self-expression through involvement in such activities as theatre and musical groups, student publications, and sports.

Each week brings lectures, poetry readings, films, exhibitions, and performances in dance, theatre, and music. Visiting artists and lecturers frequently offer master classes for interested students; receptions and informal dinners provide further occasions for students to talk with distinguished men and women.



While Wellesley encourages the participation of its students in events and activities designed to heighten their awareness of the world around them, a student's inner development and her search for personal and spiritual values is also an important process. Over the past few years, there has been an increasing interest in ethical and religious issues and activities. The Office of the Chaplain sponsors special seminars and programs in which students can explore these issues as well as share with one another the celebration of religious holidays. The chaplaincy provides a religious program embracing many faiths, but also offers denominational programs for those who wish to participate.

The development of social responsibility and social responsiveness is an integral part of Wellesley's heritage that continues to this day. Students are encouraged to participate in the communities of Boston as well as in the Wellesley College community. Their activities range from tutoring with the MIT-Wellesley Upward Bound Program to internships in urban legal studies.

As an individual learns and grows, so, too, does a community. It explores and seeks alternatives, makes mistakes and begins anew. The past five years at Wellesley have witnessed marked changes in the curriculum and academic policies as well as in policies governing students' lives on campus. This change—and it is a continuing process—comes about through the efforts of individuals who influence and shape the College environment. The College, in turn, influences the lives of each member of its community.

In its desire to create the best possible education for women, Wellesley continues to seek solutions to problems faced by both men and women in a changing society. It is looking, too, at its own community, and is trying to make it a better place in which to work and to study and to grow. It is exploring new patterns of work, new ways for campus groups to communicate more effectively with one another, and new styles of residential life.

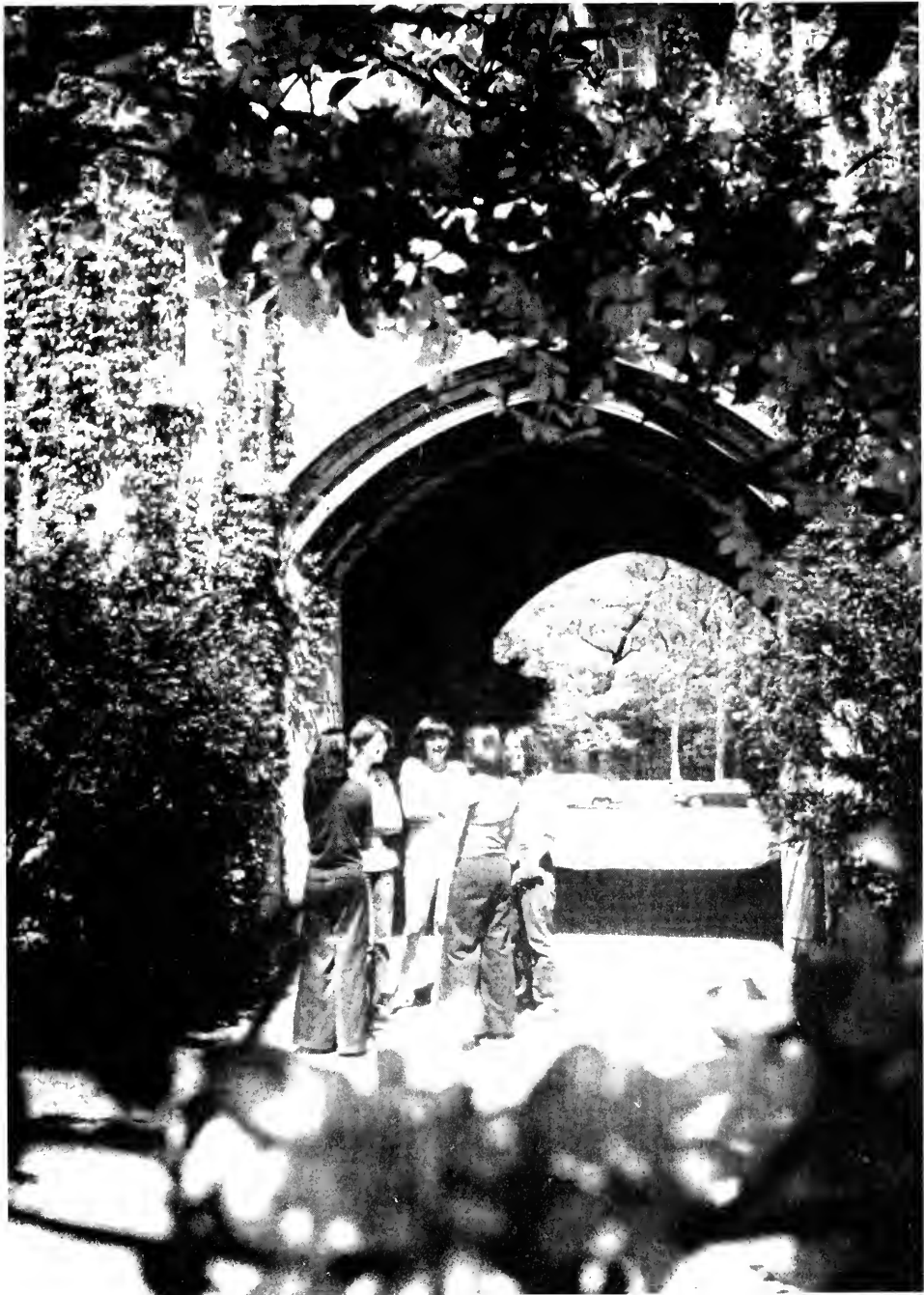
Each student who comes to Wellesley College joins a continuing community, for the support and involvement of the alumnae add an important dimension to the College's life.

One reason for Wellesley's leadership among colleges and universities in this country is the success of its many alumnae who have pioneered in all areas of life. Some have been outstanding scholars and researchers; others have been leaders in science, politics and women's rights; still others have made important contributions to their communities through volunteer work.

Whatever one's life choice and goal, a Wellesley education provides women with intellectual and personal growth which continues long after the college years.



Admission



Criteria for Admission

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. For instance, the Board recognizes that tests do not measure motivation or creativity and that scores may be influenced by the student's experience with timed examinations.

The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are always exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of \$20 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the College with the application for admission.

The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of a local alumna interviewer. The Board of Admission is closed for interviews from February 15 to March 15; however, tours will still be given by student guides at this time.

Campus Visit

Students who are seriously considering Wellesley will have a fuller understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus.

College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement test must be the English Composition Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 592, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September 1978 is January 28, 1978.

The CEEB Code Number for Wellesley College is 3957.

Dates of CEEB Tests

May 7, 1977
June 4, 1977
November 5, 1977
December 3, 1977
January 28, 1978
March 11, 1978
May 6, 1978
June 3, 1978

In addition, on October 15, 1977 the SAT only is offered in California and Texas.

Admission Plans

1

April Decision

A candidate who uses the regular plan of admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is pre-

ferred, however, that students attempt to take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records. Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Evaluation

Candidates whose credentials are complete by January 1, and who request it, will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

2

Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. To provide greater flexibility for these students, Wellesley's Early Decision Program became a first choice plan rather than a single choice plan beginning with the class entering in September 1977. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish Early Decision must apply by November 1 and indicate that they want to be considered under the Early Decision Plan. Although CEEB tests taken through the November 5, 1977 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. All supporting credentials and an interview must be completed by November 15. Decisions on admission and financial aid will be mailed no later than mid-December.

3

Early Admission

The College considers applications from candidates who plan to complete only three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the April Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. In all other respects they follow the regular procedures for the April Decision Plan.

Deferred Entrance

An admitted applicant who has notified the Board of Admission by May 1 of her intention to attend Wellesley may defer entrance to the freshman class for one year if she makes this request in writing to the Director of Admission by May 15.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States.

Foreign Students

The College welcomes applications from citizens of other countries who have excellent secondary school records and have completed the university entrance requirements of their own countries. It is possible to receive advance credit toward the Wellesley degree through successful results in national matriculation examinations. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *Information for Foreign Students*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

The Slater One-Year Fellowship Program is open to qualified foreign students currently enrolled in foreign universities who wish to increase their understanding of life in the United States while preparing for a degree in their home universities. Preference is given to students from western Europe. Slater Fellows receive a stipend based on financial need. Application forms may be obtained by writing to the Dean of Academic Programs.

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer excellent academic records at both the high school and college levels and strong recommendations from their deans and instructors. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester; transfers in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application before February 1 for entrance in the fall semester, and before November 15 for entrance in the

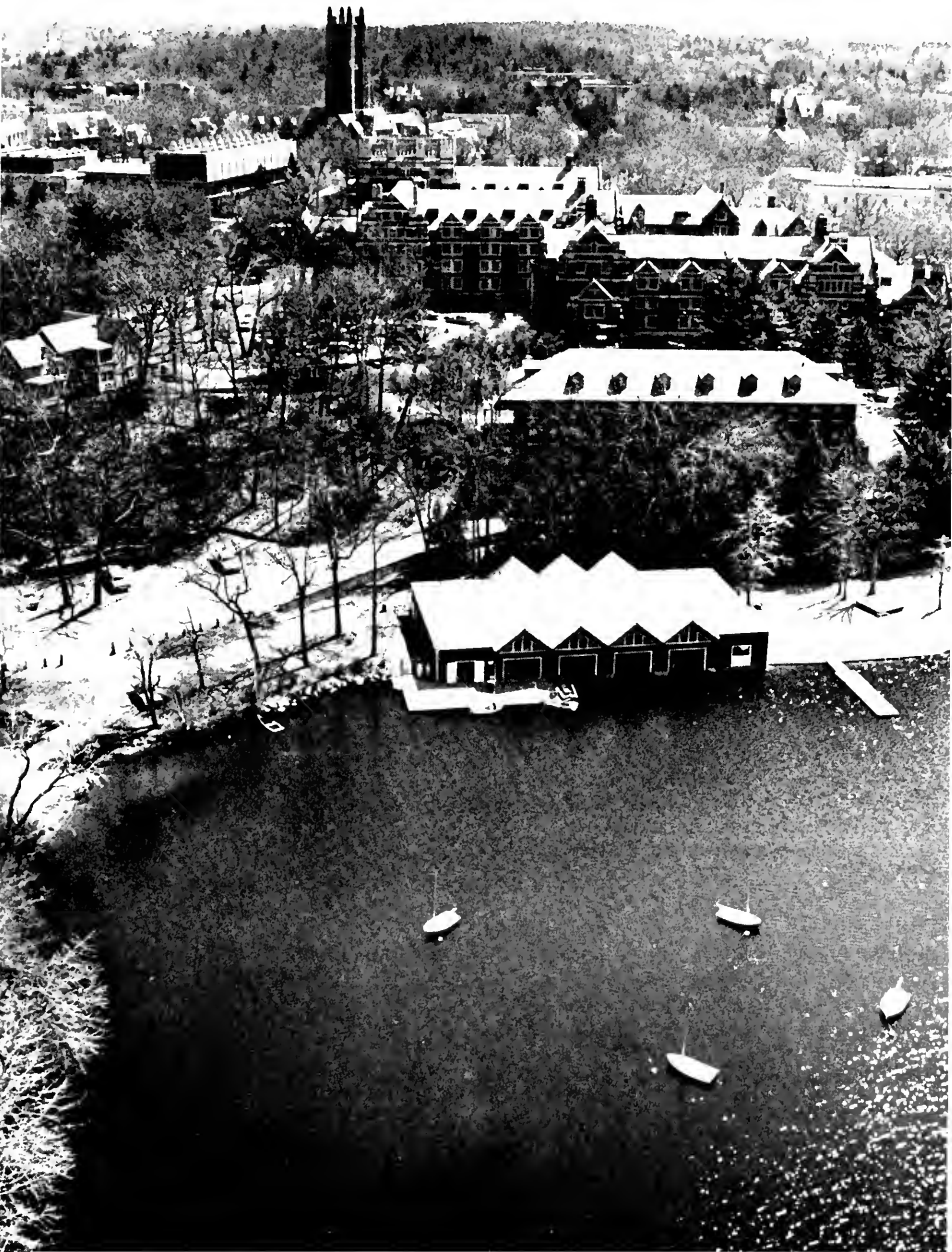
spring semester, on forms which may be obtained from the Board of Admission. Notification is in early April and late December, respectively. The preliminary application forms should be returned with a nonrefundable registration fee of \$20, or a fee waiver request authorized by a financial aid officer or college dean; the rest of the application forms will be sent upon receipt of these items.

The College will evaluate the transcripts of transfer applicants who have been offered admission, and will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Transfer credit for studies completed in foreign countries will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 36 of this catalogue.

Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT after they have completed one semester of study at Wellesley. Candidates who have interrupted their education for more than five years and/or who are older than 25 years of age may wish to consult the Office of Continuing Education.

Financial Information



Fees and Expenses

At Wellesley the fee represents approximately one-half of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

Annual Fee

The fee for the academic year 1977-78 is \$5950. In addition, there is a student activity fee of \$60 and a Mass. State Meals Tax of 8%. The breakdown is as follows:

	<i>Resident</i>	<i>Nonresident</i>
Tuition	\$3850	\$3850
Room	900	
Board	1200	
Student activity fee	60	60
Mass. State Meals Tax	96	
	<u>\$6106</u>	<u>\$3910</u>

The College offers three plans of payment described on pp. 20-21.

Student Activity Fee

The purpose of the student activity fee of \$60 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus.

Reservation Fee

A fee of \$200 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on July 1 for returning students. It is included in the annual fee of \$5950.

General Deposit

A general deposit of \$50 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

Room Retainer Fee

Returning resident students must submit \$100 to the bursar by March 8 to reserve a room for the following year. This \$100 fee is applied against room and board charges for the following year.

Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 116.

A fee for each unit of work taken for credit in excess of five in any seminar: \$482.

A fee for each unit of work done independently during the summer: \$50.

A fee for each examination for credit: \$50.

An automobile parking fee per semester: \$25.

Fees for breakage of laboratory equipment and any other damage incurred by a student.

A fee for room key in residence hall, if not returned: \$5.

Plans of Payment

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded.

Detailed descriptions of plans are sent by the bursar to the parents of entering students and to others upon request. Although there are minor variations in the payment plans for April Decision and Early Decision students, the final due dates for each group are the same. The eight-payment plan is available *only* for a complete academic year.

Payment for Students on Financial Aid

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition, and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid officer.

Medical Insurance

Information concerning student medical insurance is sent to all parents by the bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Insurance Plan or to provide equivalent coverage, especially since among the accidents or injuries for which Wellesley College does *not* assume financial responsibility are those incurred in instructional, intercollegiate, intramural, or recreational programs under the auspices of

the Department of Physical Education. Full-time continuing education students are also required to have coverage if they plan to use the College Health Services. Continuing education students carrying less than three courses are not eligible for infirmary care.

Refund Policy

Refunds of prepaid tuition, reservation, and other fees, and room and board charges will be allowed for withdrawal or leave of absence prior to the midpoint of the semester. In computing refunds, such prepayment will be prorated on a weekly basis, except that \$100 will be withheld to cover administrative costs in any case. No refunds will be made for withdrawal or leave of absence after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the registrar of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College scholarships are not subject to refund to the student.

General Expenses

It is estimated that \$700 for the year will cover a student's general expenses including books and supplies, incidental fees, clothing, recreation and entertainment, laundry and dry cleaning, and local transportation, excluding trips to and from home for the year.

Continuing Education Fees

The basic fee for a continuing education student is \$482 per semester course, payable by August 15 for the fall semester and by January 15 for the spring semester. Continuing education applicants pay the same \$20 application fee as all other students. There is also a registration fee of \$25, payable when the student is accepted.

A continuing education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: a full refund of prepaid tuition charges will be allowed for withdrawal from courses during the first two weeks of classes. Thereafter, refunds will be prorated on a weekly basis until the midpoint of the semester. No refunds will be made for withdrawal after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the director of continuing education of withdrawal in writing, or the date

on which the College determines that the student has withdrawn, whichever is earlier. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College scholarships are not subject to refund to the student.



20 Plans of Payment

	Resident	Nonresident	Early Decision	April Decision	Returning Students
Standard Semester Plan*	Amount	Amount	Due	Due	Due
Reservation fee	\$ 200	\$ 200	Feb. 1	May 1	July 1
General deposit for entering students	50	50	Feb. 1	May 1	
Room retainer fee for returning students	100				March 8
First semester fee for entering students	2853	1755	Aug. 15	Aug. 15	
First semester fee for returning students	2753	1755			Aug. 15
Second semester fee	3053	1955	Jan. 15	Jan. 15	Jan. 15

*The College will accept payments made through any bank or trust company or recognized financing agency which will forward payments in accordance with the Standard Plan.

	Resident	Nonresident	Early Decision	April Decision	Returning Students
Annual Payment Plan	Amount	Amount	Due	Due	Due
Reservation fee	\$ 200	\$ 200	Feb. 1	May 1	July 1
General deposit for entering students	50	50	Feb. 1	May 1	
Room retainer fee for returning students	100				March 8
Balance for entering students	5906	3710	Aug. 15	Aug. 15	
Balance for returning students	5806	3710			Aug. 15

Eight-Payment Plan*	Resident	Nonresident	Early Decision	April Decision	Returning Students
	Amount	Amount	Due	Due	Due
Reservation fee	\$ 200	\$ 200	Feb. 1	May 1	July 1
General deposit for entering students	50	50	Feb. 1	May 1	
Room retainer fee for returning students	100				March 8
Eight equal payments on the first day of each month for entering students	5926	3730	July 1 through Feb. 1	July 1 through Feb. 1	
Eight equal payments on the first day of each month for returning students	5826	3730			July 1 through Feb. 1

*This plan includes a \$20 service charge.

Financial Aid

The Wellesley College program of financial aid for students is intended to open educational opportunity to able students of diverse backgrounds regardless of their financial circumstances. No student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Committee on Financial Aid consider applications for aid: 45 percent of Wellesley students receive financial aid, 40 percent receive aid directly from Wellesley.

The Wellesley College Students' Aid Society, which sponsors loans, also offers personal assistance through loans of books and other items, gifts of clothing, and loans of small amounts of money for incidental expenses and special emergencies.

Financial aid is given only to students who require assistance in order to attend. Awards vary in size according to individual need and may equal or exceed the comprehensive College fee. Although awards are generally granted for one year at a time, the College expects to continue aid as needed throughout the four years for all financial aid students who continue to have need. Most awards consist of a package of work, loan, and grant.

In addition, Wellesley participates in the Supplemental Educational Opportunity Grant, National Direct Student Loan, and Work-Study federal programs.

The need for financial help sometimes exceeds the amount of resources Wellesley has available in any given year. Therefore, students should, whenever possible, seek grants and/or loans through local, state, or federal programs, from educational foundations, and other private sources.

Wellesley College offers ten Town Scholarships to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in Wellesley. If these students live at home the scholarship is in the form of a full tuition grant. If these students choose to live on campus, the amount of financial aid is based on financial need and is determined by the same need criteria which apply to all other financial aid applicants.

The College expects students to contribute as much as possible to their own expenses through summer and term-time earnings. Academic-year campus jobs ordinarily involve six hours of work per week and enable students to earn approximately \$450 a year.

Further information on financial aid at Wellesley is contained in the bulletin *For the Prospective Student* which may be obtained by writing to the Financial Aid Officer, Wellesley College, Wellesley, Massachusetts 02181.

Application for Financial Aid

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Parents' Confidential Statement of the College Scholarship Service, and a certified copy of the latest federal income tax return.

Application

The Wellesley College Application for Financial Aid should be returned to the Financial Aid Officer, Wellesley College, by November 1 from Early Decision applicants, February 1 from April Decision applicants and fall semester transfer applicants, and November 15 from spring semester transfer applicants.

Financial Aid Form

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60204; or Box 1025, Berkeley, California 94701. A copy can also be provided by the financial aid officer if specifically requested by an applicant. The Parents' Confidential Statement should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 from April Decision applicants; February 1 from fall semester transfer applicants; and November 15 from spring semester transfer applicants. The 1977-78 Parents' Confidential Statement must be filed by November 1 and the Financial Aid Form by February 1 by Early Decision applicants.

Federal Income Tax Return

If a student is admitted and enrolls at Wellesley College, parents are required to submit a certified copy of their latest federal income tax return by July 1. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent. Financial aid awards are not final until the IRS form is submitted.

Financial Aid for Transfers

Financial aid funds are available to assist a limited number of transfer students. If a transfer student continues to show need, she will be eligible to receive aid for the number of semesters which the registrar determines will be necessary for degree completion.

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors, and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year.

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Wellesley College, Wellesley, Massachusetts 02181.

Applications and supporting credentials for fellowships are due by January 2, except for the Stevens Fellowship which is due December 15.

For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae, graduating seniors, and undergraduates are listed below.

Anne Louise Barrett Fellowship, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Stipend: \$3000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: \$1000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard. Stipend: \$4000

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history. Stipend: \$2500

Vida Dutton Scudder Fellowship for graduate study in the field of social science, political science, or literature. Stipend: \$2000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Stipend: \$4000

Trustee Fellowships are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title

Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by January 2. Recipients share the total annual stipend.

Stipend: \$6000

Fanny Bullock Workman Fellowship for graduate study in any field.

Stipend: \$3000

Mary Elvira Stevens Traveling Fellowship for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 15.

Stipend: \$8000

Peggy Howard Grants in Economics for study by women who intend to become professional economists. Available to both especially qualified Wellesley College undergraduates or alumnae for post-graduate study or for special projects in economics. Funds vary in amount; applications and awards are made through the Department of Economics.

For Graduates of Other Institutions and Wellesley College

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than five applications from another institution.

Stipend: \$4000

M. A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry.

Stipend: \$3500

Harriet A. Shaw Fellowship for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.

Stipend: \$3000

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The parents of Wellesley students have not automatically been sent copies of warning letters and grade reports of students in academic difficulty in recent years because of conflicting interpretations of the Privacy Act. The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. Therefore the College intends once again to notify both the student and her parents in writing of academic warnings, probationary status and dismissal. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the registrar by October 1 of each academic year. In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from student education records without the prior consent of the student.

Copies of the Privacy Act, the regulations thereunder and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Academic Programs. Students wishing to inspect a record should apply directly to the office involved. Questions should be directed to the Dean of Academic Programs. Complaints concerning alleged noncompliance by the College with the Privacy Act which are not satisfactorily resolved by the College itself may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.



Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must file a special form with the registrar, Green Hall, each year by July 1 for the following academic year.

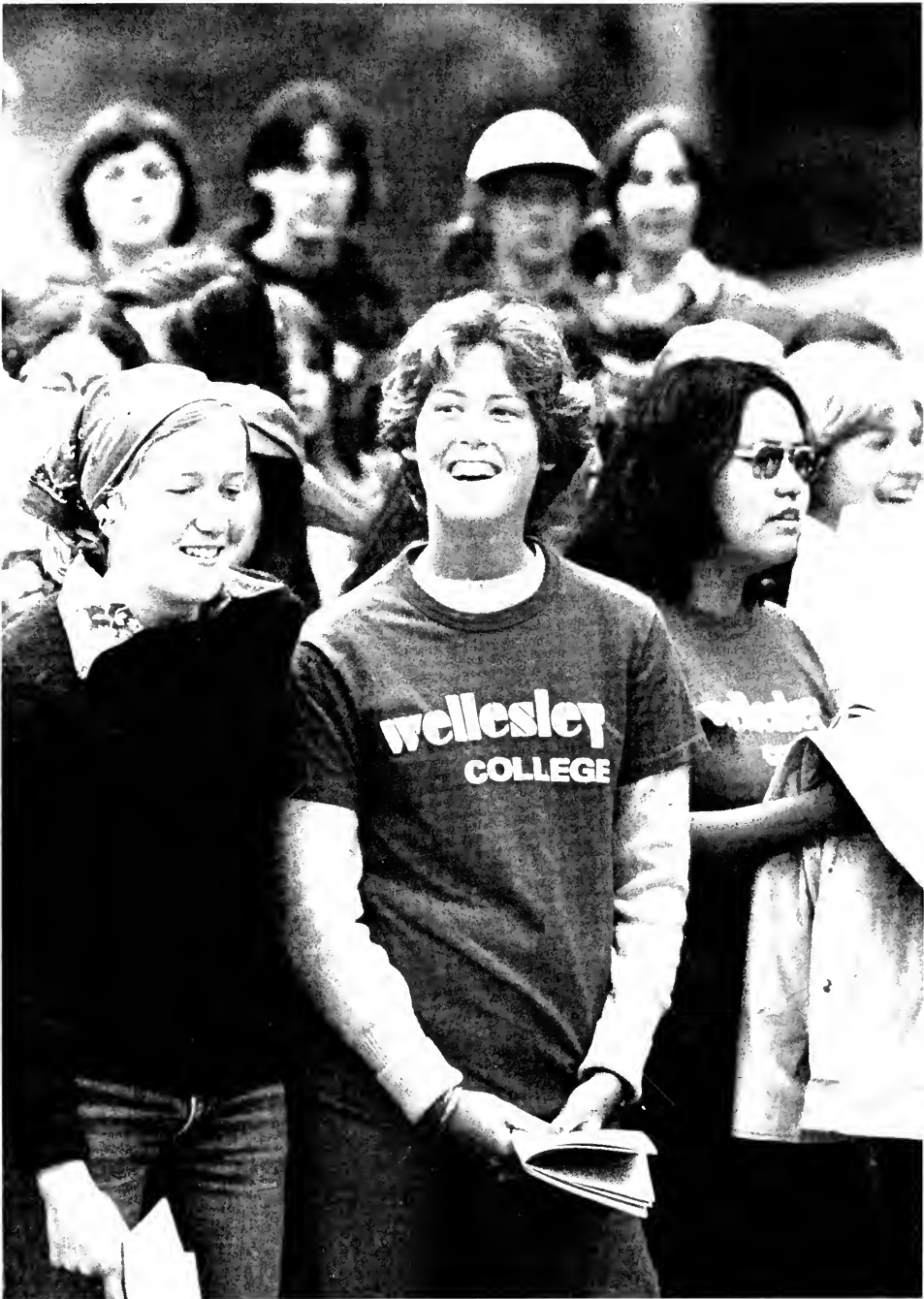
In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Policy of Nondiscrimination

Wellesley College, as a private, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972.

Wellesley College admits students, without regard to race, color, religion or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate, on the basis of race, color, religion or national origin, in administration of its educational policies, admission policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Student Life



Intellectual growth is only part of the journey toward the full realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, sensitivity, and leadership abilities through participation in student organizations and college governance.

Many student groups reflect ethnic as well as social, political, and religious interests. Some of these organizations are Mezcla, an association of Chicana, American Indian, and Puerto Rican students; Ethos, an organization of Black students; the Wellesley Women's Committee, a group of students, faculty, and staff interested in feminist issues; the Married Students Union, a new group which is seeking programs serving their special needs; and the Nonresident Council. A number of religious groups such as the Newman Club, the Wellesley Christian Fellowship, and the Wellesley Jewish Students offer many programs throughout the year. Other groups such as Archaeologists Anonymous and Club Français plan activities around academic interests.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *Brown Sister*, a student publication for and about Third World women; the *Galen Stone Review*, a literary publication; and *Muse*, a newsletter of the Wellesley Women's Committee. WZLY-AM and FM, the campus radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. Some students compete on crew and tennis teams as well as in field hockey, basketball, squash, sailing, swimming, and water polo. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The recreation building, which has a heated swimming pool, also has facilities for badminton, volleyball, squash, gymnastics, exercise, and dance. Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience, and many musical and theatrical groups have been formed. The College Choir, the Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carilloners Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental

Theatre, the Shakespeare Society, and the Wellesley College Black Repertory Total Theatrical Experience. In addition to the productions of these groups, the Departments of Greek and Latin offer plays in the original text.

Life at Wellesley also includes a number of traditional social events. Fall Weekend, Sophomore Parents' Weekend, Spring Weekend, and International Weekend are supplemented by frequent informal parties. A weekly celebration, TSIF (Thank Schneider It's Friday), has a growing number of enthusiasts among faculty members and employees as well as students who come to Schneider College Center late Friday afternoons for beer, wine, ragtime piano, talent shows, and other informal entertainment.

Schneider Center, which also has a coffee house and conference rooms, is the location for much community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Throughout the year, Harambee sponsors such events as lectures and dance performances, many in conjunction with the Black studies department. Beit Shalom/La Casa is the center for the Wellesley Jewish students and Mezcla students.

On weekends, many students move back and forth between the campus and activities in Cambridge and Boston. The student Senate provides buses on weekends to and from Harvard Square, opening up many opportunities for exploring urban life.

Honor Basis

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor basis. As the vital foundation of government, the honor basis rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor system covers all duly adopted rules of the College for the government of academic work, for the use of college resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor system, as a member of the student body of Wellesley College, both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor system can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the honor system personally, each student is responsible for the survival and success of the system as a whole. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor system by any member of the community.



Residence Halls

Although some students live off campus, most live in one of Wellesley's 13 residence halls which are the focus of much campus life. Each is a community within a larger Wellesley community, and each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates at meals and in students' rooms. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence experience is also likely to include lectures, faculty and staff guests-in-residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday afternoon tea—an informal occasion which continues to attract many students.

Members of all four classes live in each hall. Each residence hall also has a professional head of house, with the exception of Stone-Davis and Pomeroy, which are staffed entirely by students. The head of house serves as an advisor and counselor to individuals and groups in the residence halls and as a liaison to the College community.

Students in each residence hall elect a House Council which administers the day-to-day details of living. The programming committee in each hall plans parties and other events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey the feelings of the hall to the student government.

A residential policy committee reviews many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to expand the guest-in-residence program, and to increase the number of academic, cultural, and social events in the residence halls.

Each of the residence halls contains single rooms, double rooms, and some suites. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but two have dining facilities, and in the remaining halls, facilities are open on a five-day or

seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Counseling Resources

The College has a number of professionally trained staff members who are available for consultation on academic or personal matters. The academic advisors have the major responsibility for advising students on academic matters, including questions about choosing a major, or difficulties in adjusting to a program. Special tutoring and programs in study skills are arranged through the academic departments and the dean of academic programs.

It is most unusual for a student not to feel the need, some time during her college years, to talk over personal concerns with people other than friends and roommates. Professionally trained people are always available, and **complete confidentiality** is maintained at all times.

The staff of the College Health Services includes psychiatrists and other specialists available for crisis counseling and special help. Long-term psychotherapy is not provided at the College, but the resources for such treatment are available in the surrounding area.

Other Student Services resource people include the professional staff in the residence halls, the student activities staff in Schneider Center, Harambee House and Slater International Center, and the chaplain and other advisors to religious groups. Faculty members are also available to talk with students.

Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers a wide variety of religious, personal growth, and social action programs and voluntary service oppor-

tunities. The chaplain and other members of the chaplaincy staff are regularly available for religious and personal counseling.

The chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with many guest preachers invited during the year. Attendance at all worship services is voluntary.

Students may also major in religion and biblical studies, or take elective courses in these fields.

College Health Services

The services of the College physicians, psychiatrists, and nurses are available at Simpson Infirmary which includes a 21-bed hospital and an outpatient clinic. Regular full-time students and part-time continuing education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for inpatient care; medical, psychiatric, and surgical services which are usually covered by insurance, laboratory studies, elective examinations or procedures, immunizations, and treatment for pre-existing or ongoing conditions. A College sponsored student insurance plan is available. Boston has long been one of the major medical centers in the country, and consultation with specialists in all medical fields is easily available.

Besides the usual care given by College Health Services, members of the Wellesley medical staff serve on a student-staff health committee. This committee works on ways to expand the use of the health services and arranges special programs in response to student interests.

The confidentiality of the doctor-patient relationship is the foundation upon which the success of the health services is based.

College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the consent of the student. Parents are re-

quested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Health Insurance plan unless they have equivalent coverage.

Jobs on and off Campus

A student interested in employment may register at the Office of Student Employment. This office assists students in obtaining summer employment as well as part-time work during the academic year. There are many opportunities for students to find part-time employment at the College and in the Town of Wellesley. The Office of Financial Aid and Student Employment is the clearinghouse for employment of students. Opportunities on campus include office work in academic and administrative departments, where financial aid students receive priority through the Financial Aid Office, in Schneider College Center, and work in small businesses run by students. Off campus, students have worked in offices, stores, and restaurants. A large number of local families employ students for child care and for other varieties of household work.

In the Career Services Office, students are assisted in making plans for the future, including seeking employment or further study. Students may consult with the career services counselors about their interests and plans. Assistance is provided in many ways. The office maintains a library of vocational

literature on current positions and future career possibilities; holds lectures and discussions for students on various occupations and lifestyle options; supplies information about graduate courses, internships, graduate scholarships and assistantships, as well as job opportunities; and schedules interviews for seniors with employer and graduate school representatives who recruit at the College.

All alumnae may continue to use the services of this office for information and help to find employment or in planning further study.

Summers

The long summer vacation gives students ample time for work, travel, or study.

The Office of Financial Aid and Student Employment and the Career Services Office have information on summer opportunities. Counseling and advice are offered to students on the various possibilities available to match their interests and abilities.

Summer internships and other opportunities sponsored by the College are described on p. 41.

Academic Summary

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. Degree				1,910
Seniors	416	37	453	
Juniors	377	21	398	
Sophomores	447	19	466	
Freshmen	577	16	593	
Candidates for the M.A. Degree		8		8
Continuing Education Students		130		130
Nondegree Candidates	30	3		33
Special Students				12

Total Registration

September 1976

2,093

Geographic Distribution of
Students in 1976-77

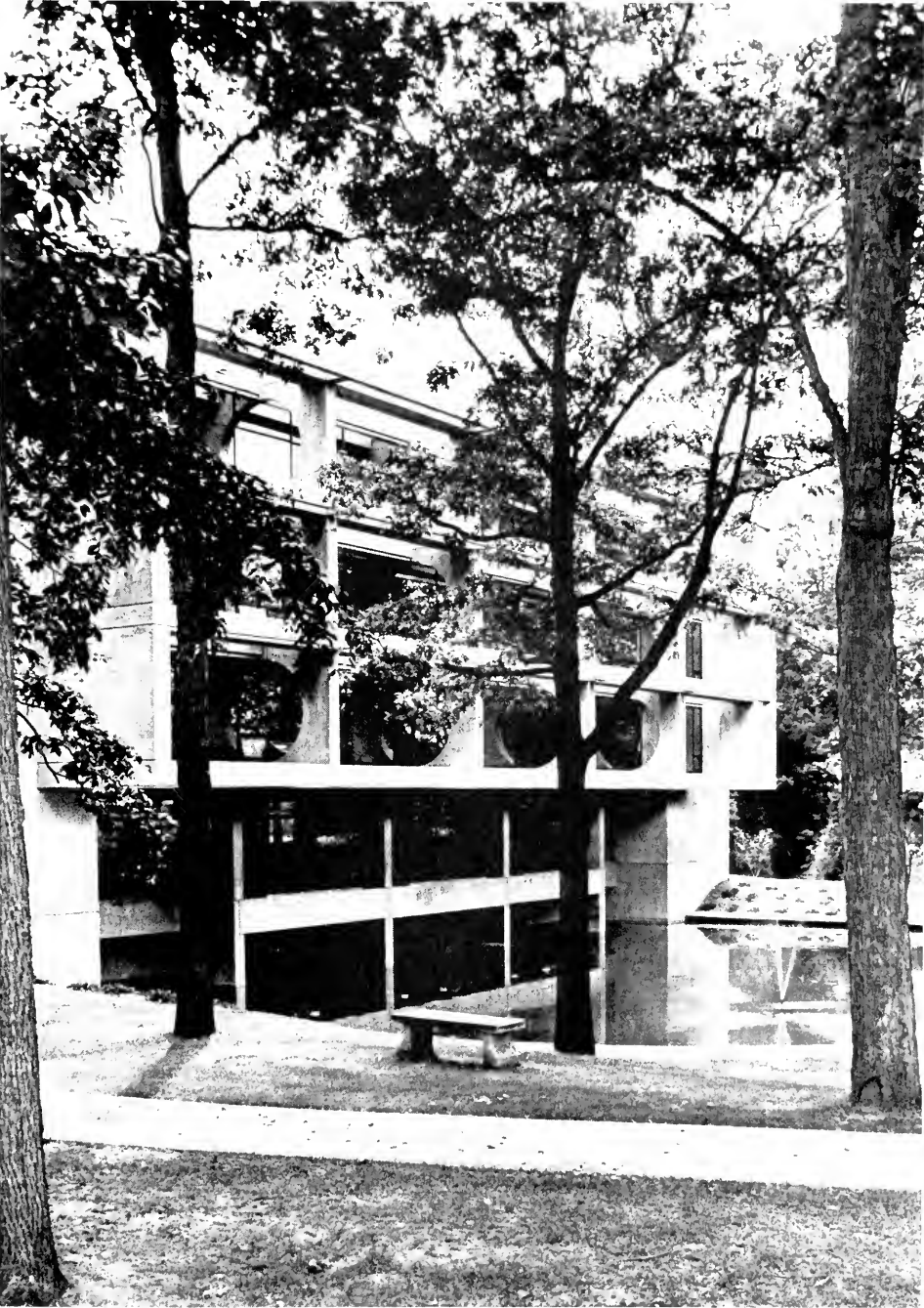
Students from the United States and
Outlying Areas

Alabama	4
Arizona	12
Arkansas	3
California	97
Colorado	18
Connecticut	114
Delaware	10
District of Columbia	23
Florida	34
Georgia	17
Hawaii	15
Idaho	5
Illinois	53
Indiana	15
Iowa	5
Kansas	12
Kentucky	9
Louisiana	4
Maine	24
Maryland	46
Massachusetts	536
Michigan	24
Minnesota	21
Mississippi	7
Missouri	16
Montana	4
Nebraska	4
Nevada	2
New Hampshire	31
New Jersey	120
New Mexico	3
New York	280
North Carolina	9
Ohio	75
Oklahoma	5
Oregon	8
Pennsylvania	86
Rhode Island	20
South Carolina	1
South Dakota	5
Tennessee	5
Texas	46
Utah	2
Vermont	16
Virginia	50
Washington	11
West Virginia	3
Wisconsin	21
Wyoming	3
Canal Zone	1
Puerto Rico	5
Virgin Islands	1
Total	1,941

Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad
Bangladesh	1	
Belgium		2
Brazil	2	2
Canada	4	
China, Rep. of	6	
Colombia	3	1
Costa Rica	1	1
Cyprus	1	
England	9	2
Egypt	1	
Finland	1	
France	1	3
Germany	2	1
Ghana	1	
Greece	1	2
Guatemala	1	
Haiti	2	
Honduras	1	
Hong Kong	6	
India	8	
Indonesia	1	
Iran	5	
Italy	3	2
Jamaica	6	
Japan	1	3
Kenya	1	
Korea	12	
Lebanon	1	
Libya		1
Malaysia	5	1
Netherlands/Antilles	3	1
Nigeria		1
Pakistan	6	
Panama		1
Philippines	3	
Peru	1	
Saudi Arabia	2	
Singapore		1
South Africa	1	
Spain	1	
Sudan	1	1
Sweden	1	
Switzerland		4
Taiwan	1	1
Thailand		1
Turkey	4	1
Venezuela	2	1
Vietnam	2	
West Indies	1	
Yugoslavia	1	
Zaire	1	
Total	118	34

The Campus



Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary.

The focal point of the campus is the Galen Stone Tower, named for its donor. The tower rises 182 feet from Green Hall, the administration building, and contains a 30-bell carillon. It is an excellent vantage point from which to view Wellesley's campus and beyond.

Academic Facilities

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Sage Hall

Located on the northeast side of the campus is Sage Hall, which houses the classrooms, offices, and some of the special laboratories of the science departments. The College's electron microscopes, x-ray diffractometer, autoradiography facilities and botany laboratories are located in Sage. Two large lecture halls, fully equipped with modern facilities, are in use.

Greenhouses

Classrooms in the biological sciences department open directly into the Margaret C. Ferguson Greenhouses, named after a former Wellesley professor of botany. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is considerable space for experiments by faculty and students. The greenhouses are open to the public throughout the year.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkrooms, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift

of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Science Center

A new building has been completed which, together with renovated Sage Hall, forms the Wellesley College Science Center. This complex houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, psychology, and the laboratories of electron microscopy and human performance. It includes the teaching and research laboratories of the science departments and the Science Library. The Science Center is equipped with modern, sophisticated equipment used by students in their course work and independent projects. The museum collection is on display throughout the Center.

Computer Facilities

Many courses and research projects at Wellesley involve the use of a computer. The College has its own DEC-20 computer, located in the Science Center, and in addition has access on a time-sharing basis to other computers in New England. Computer terminals are located in the Public Terminal Room of the Margaret Clapp Library, in the Science Center, and at various locations in academic buildings.

Arts Center

The Jewett Arts Center, completed in 1958, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhauser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The Museum is open to the general public. It includes a fine collection of classical, medieval and Renaissance sculpture, old master paintings, prints and drawings, and contemporary painting. In addition to the permanent collection, exhibitions are arranged throughout the academic year.

The art wing contains photography darkrooms, classrooms, an extensive library, and offices of the art department and museum. The music and drama wing contains the music library, listening rooms, practice studios, and classrooms and offices of the music department. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

Pendleton West, part of the Arts Center, contains laboratories, studios, and a sculpture foundry.

Margaret Clapp Library

The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

The library's holdings approach 600,000 volumes and contain in addition an important collection of public documents. Subscriptions to periodicals number over 2,400. The Special Collections include letters, manuscripts, and rare books of distinction.

The language laboratory and a new listening room for the collection of spoken and dramatic recordings are part of the library. A lecture room is available for meetings.

Child Study Center

Wellesley College opened the Child Study Center in the fall of 1969 under the direction of the psychology department. It is located in the Anne L. Page Memorial Building, used for many years to house the College nursery school. The center serves as a laboratory in which Wellesley undergraduates can study the development of children ages two through five. Students also have the opportunity to work as assistant teachers in the classroom.

Residence Halls

Each residence, its student capacity and location, is listed below:

Munger	144 students	Northwest
Beebe	125 students	
Cazenove	135 students	
Pomeroy	135 students	
Shafer	130 students	
Tower Court	250 students	West
Claflin	130 students	
Severance	154 students	
Stone	115 students	Southeast
Davis	117 students	
Bates	130 students	Northeast
Freeman	130 students	
McAfee	135 students	

Physical Education Facilities

Classes for all indoor sports and for modern dance are conducted in Mary Hemenway Hall and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, and a swimming pool. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 24 tennis courts, hockey and lacrosse fields, and a ski slope.

Extracurricular Facilities

Alumnae Hall

The largest auditorium on the campus, seating 1500 people, is in Alumnae Hall. It also has a large ballroom and houses the Wellesley College Theatre and the College radio station, WZLY. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1200 people, is a setting for lectures and community meetings as well as religious services.

Schneider College Center

The center for extracurricular life at the College is Schneider College Center. Its facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, and a coffee house. It also contains the offices of the coordinator of student services, the director of residence, and the chaplain.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. The Center's diverse program offerings, which highlight various aspects of Black culture, are open to the College community. Harambee houses a growing library of the history and culture of African and Afro-American peoples and boasts a new record library (classical-jazz records by Black artists). The House also contains offices for Ethos, the Black student organization, and other student organizations, as well as rooms for seminars, meetings, and social gatherings.

Slater International Center

Slater International Center is an informal meeting place for foreign and American students and faculty. The Center serves campus organizations which have an interest in international affairs and helps to sponsor seminars and speakers on international topics. Located in the Center is the Foreign Student Office, which handles immigration and all nonacademic counseling for students from abroad. The Slater Executive Committee, composed of students, faculty, and staff, shares with the Center's staff the responsibility for the policies and programs of the Center. Slater is the headquarters for the Foreign Students Association, providing a place where foreign students may study, cook, entertain, and get to know each other better.

Beit Shalom

Beit Shalom, the religious, cultural, and social center for the Wellesley Jewish community, houses study rooms and kosher kitchen facilities as well as a dining room for Sabbath dinners.

Society Houses

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

Other Campus Facilities

Green Hall

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings, class and seminar rooms, and some faculty offices. Named for Hetty R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary is a 21-bed licensed hospital, approved by the American Hospital Association, with an outpatient clinic built in 1942. It is connected to the original infirmary which was built in 1881.

President's House

The President's House, formerly the country estate of Wellesley's founders, the Durants, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

Center for Research on Women in Higher Education and the Professions

The Center for Research on Women in Higher Education and the Professions, funded by a grant from the Carnegie Corporation, was established in the summer of 1974 and is sponsored jointly by Wellesley College and the Federation of Organizations for Professional Women. The Center conducts policy-oriented studies of women's educational needs and examines paid and unpaid work in the context of increasing life choices for both men and women.

Academic Program



The curriculum provides a framework within which students are invited to explore various fields in the arts and sciences. In developing the curriculum, the faculty presents diverse offerings among which students will gradually discover interrelationships. Through study of different disciplines and bodies of knowledge, students perceive the coherent unity among diversity which is traditionally termed a liberal arts education. When students decide on an area of concentration they then elect courses in other fields to provide complementary or contrasting experiences. These, together with the major, enable students to achieve a broad liberal arts education.

By the time the Bachelor of Arts degree is earned, the student should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly growth and responsible participation in society. In the major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Requirements for Degree of Bachelor of Arts

Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-380 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III.

Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To insure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they choose three semester courses in each of three general areas during the four year period. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.)

The three groups of academic disciplines are:

Group A

Literature, Foreign Languages, Art, and Music

Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Religion and Biblical Studies (Greek and Hebrew), Russian, Spanish; or from those courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

Group B

Social Science, Religion and Biblical Studies, Philosophy, and Education

One or two units chosen from courses in the Departments of History, Philosophy, Religion and Biblical Studies, and courses offered by the Department of Black Studies in these fields; and Education 101 and

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Department of Black Studies in these fields.

Group C

Science and Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from offerings in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, and Physics.

Foreign Language Requirements

Before the beginning of the senior year students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill the requirement by passing one of the language



tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of 2 units of language study at the second year college level or 1 unit of language study above the second year college level.

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the class dean and the Academic Review Board.

Other Requirements

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 121 for which no academic credit is given.

The Major

Students may choose from among 26 departmental majors, five interdepartmental majors—classical civilization, classical and Near Eastern archaeology, East Asian studies, medieval/renaissance studies, and molecular biology—or they may design an individual major. Of the 32 units required for graduation, at least 8 are to be elected in the major, and at least 18 must be elected outside of any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. This plan should include 4 units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their study upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies are American studies, Latin American studies, Russian studies; of periods, the Middle Ages, the Renaissance; of subjects, comparative literature, international relations, theatre studies, urban studies.

In the second semester of the sophomore year each student elects a major field and prepares for the registrar a statement of the

courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the registrar not later than the second semester of the junior year.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies.

Students are expected to maintain at least a C average throughout the college career. At the end of each semester each student's record is reviewed, and appointments with the class dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from the College.

Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned the course does not appear on the student's permanent record.

Examinations

An examination period occurs at the end of each semester. Within this period students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit toward the degree for work done independently in the summer should consult the appropriate department

and the class dean, and should apply to the registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: 1 unit of credit will be given for the Latin 4 examination; 1 unit of credit will be given in the Mathematics AB examination; 1 unit of credit for a score of 3 in the Mathematics BC examination. Not more than 2 units are credited in any one department.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than 8); courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Four units may be earned in summer school, or by a combination of summer school and summer independent study. No more than 2 units may be earned for summer independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of 8 units of work at the College.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units for graduation. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the class dean and the chairman of the department concerned. (See Examinations.) In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.



Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements earlier.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

Normally, a plan to accelerate must include 8 units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1

Advanced Placement credit (no more than 8 units);

2

A maximum of 4 units earned either in summer school or by a combination of summer school and independent study during the summer, validated at Wellesley. No more than 2 units may be earned for summer independent study; and

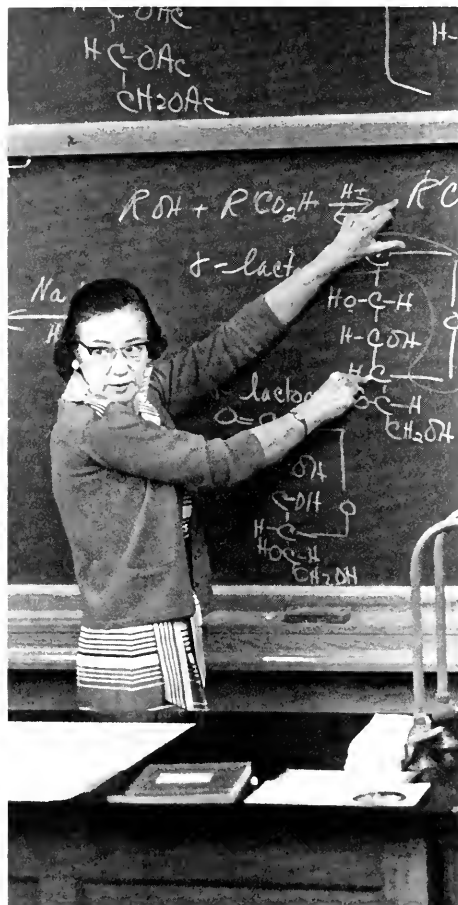
3

A maximum of 2 units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain a C average at all times.

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)



Freshman-Sophomore Colloquia

These courses are designed for freshmen and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

Cross-Registration Program with the Massachusetts Institute of Technology

A program of cross-registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining the separate strengths, independence, and integrity of each institution.

A Wellesley student interested in exploring the possibilities of electing a specific course at MIT should consult the exchange coordinator, the department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester, and application must be made in the Exchange Office during the preceding semester. Since the number of participants in the exchange is limited, upperclass students are given preference.

The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Students in good standing may apply through the exchange coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. A few Wellesley Slater Junior Year Abroad scholarships are available to juniors, eligible for financial aid, who have been accepted for programs approved by the Foreign Study Committee. Stecher Scholarships for the study of art abroad are awarded to qualified students who are eligible for financial aid. Candidates are selected by the Art Department Stecher Scholarship Committee and the Foreign Study Committee. Limited financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from the three funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The exchange initiated as a three-year experimental program in 1974-75, was approved in spring 1977 as one of the continuing exchange opportunities available to students.

The program is open only to students in their junior year, with a maximum four-semester enrollment per year (one to four students) at each institution. Students may apply through the office of the exchange coordinator.

Internships

The Career Services Office houses information on a wide variety of internship programs available through the College, the local community, and the country, during the term, January, and summer. As well as working closely with the Wellesley academic departments to share information and to develop opportunities, Career Services coordinates efforts with two internship groups: The Shared Educational Experience Program and the Massachusetts Internship Office.

Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Boston or Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

The Internship Program in Economics, founded at Wellesley by the National Association of Business Economists, places qualified economics majors in salaried positions in private or public agencies in all parts of the country during the summer following the junior year. Students in this program carry out applied economic research under the direction of senior economists.

In 1977 the College started a summer internship program in Atlanta, Georgia. The program is designed to meet the needs of students interested in diverse fields, including publishing, architecture, museum work, journalism, medicine and related health areas, law, public service, community work, science, and business. The College provides stipends for participants in the program.

Community Involvement

Wellesley students can become involved in the Greater Boston community in a variety of ways. Some students choose to work in communities where they can participate in legal aid, tutoring, and health services, or church work. Others work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.

Credit for Summer School and Summer Independent Study

Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their class dean. Two units of credit may be earned in this way. Four units may be earned by a combination of summer school and independent study. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to 4 units, and is not automatic. Students should consult their class deans and appropriate departments before enrolling in summer school courses for which they expect credit toward the Wellesley degree.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Slater and Stecher Summer Scholarships to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Slater, Stecher, or a Waddell Scholarship requires the support of the student's major department and a statement from the financial aid officer showing what funds are needed to supplement the student's financial resources.

Academic Distinctions

Honors in the Major Field

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the Major Field.

Other Academic Distinctions

The College names to Freshman Distinction those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the freshman year. Wellesley College Scholars have achieved high academic standing and Durant Scholars highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 2.

Certain prizes have been established at the College for the recognition of excellence in a particular field. Each carries a small stipend or gift and usually bears the name of the donor or the person honored, and is awarded by the departments.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the class dean at any time after a student has completed at least one year at Wellesley.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program. Students must also submit a statement signed by the dean or registrar of the other institution recognizing their status as nonmatriculated students who will return to Wellesley to complete their work for the degree.

Withdrawal

Students who plan to withdraw must inform the class dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is considered to be the date upon which the student and the class dean agree and on which the withdrawal card is signed by the class dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 19.) Students who have officially withdrawn from the College or have taken an official leave of absence for the current semester cannot remain in residence on campus.

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community. In addition, the College may require the withdrawal of any student who fails to meet financial obligations of the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Academic Programs for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$20 must accompany the application form for readmission.

Career Preparation

Although a liberal arts education does not prepare a student directly for a specific career, it provides the broad background upon which a student depends in innumerable ways throughout a lifetime. Qualities and skills such as resourcefulness, initiative, independence, and research ability are all products of a liberal arts education, as well as important career requisites. The quality and rigor of the academic program at Wellesley prepare a student to pursue specialized professional training in graduate school, or to perform well on a job. Wellesley graduates do further study and find employment in a wide variety of interesting and challenging fields, including the arts and sciences, architecture, business, education, health services, law, and social service.

Students are encouraged to develop an ongoing relationship with the Career Services Office throughout their four years at Wellesley. The Career Services Office staff is prepared to assist students in planning their program at Wellesley within the framework of expanding, long-range career and life-planning options. Through workshops, group meetings, panels, individual appointments, and research in the resource center, a student can identify the career-related skills provided through a liberal arts curriculum.

Workshops are offered on graduate school applications, job search, resume writing, interview techniques, and the office sponsors or cosponsors panels where graduates and others share their experiences from a wide variety of career fields. To assist students in examining and evaluating various possible career options on a first-hand basis, up-to-date files on career-related internships and field experiences are maintained.

The career resource center houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad. Alumnae provide one of the most valuable resources,



and the resource center maintains a file of alumnae who are willing to talk with students about their graduate training and/or about their career fields. To help seniors and graduates seeking employment, the Career Services Office sends specific job referral notices and provides a credential service. For seniors, recruiter interviews are available both at Wellesley and MIT.

Specific requirements for various professions and career options vary widely. Law and business schools, for example, do *not* have specific undergraduate course requirements. In general, they require a broad liberal arts education which prepares a student to think and write analytically.

A student who intends to enter college teaching and research should plan to earn a Ph.D. in the academic discipline in which she wishes to teach. She should consult as early as possible with the departmental chairman in the field of interest for advice on which courses and which foreign languages are needed to pursue graduate study. No specific background in the theory of education is required.

The field of secondary school teaching, however, requires specific undergraduate prepa-

ration. Students intending to teach on the secondary level should consult the chairman of the education department in the freshman year if possible about requirements for certification and ways of preparing to meet them. It should be noted that Wellesley does not offer a major in education, nor the opportunity for practice teaching on the elementary level.

Medical and dental schools also require specific undergraduate preparation. Students should consult as early as possible with the premedical advisory committee to plan their sequence of courses. Trends in medicine indicate that public health, health policy planning and administration, and other new professional categories are among the many alternatives available to women in the health professions. A detailed booklet, *Information for Wellesley Students Interested in the Health Sciences*, may be obtained from the Career Services Office. Students interested in new careers in the health professions should also consult with the premedical advisory committee.

Continuing Education

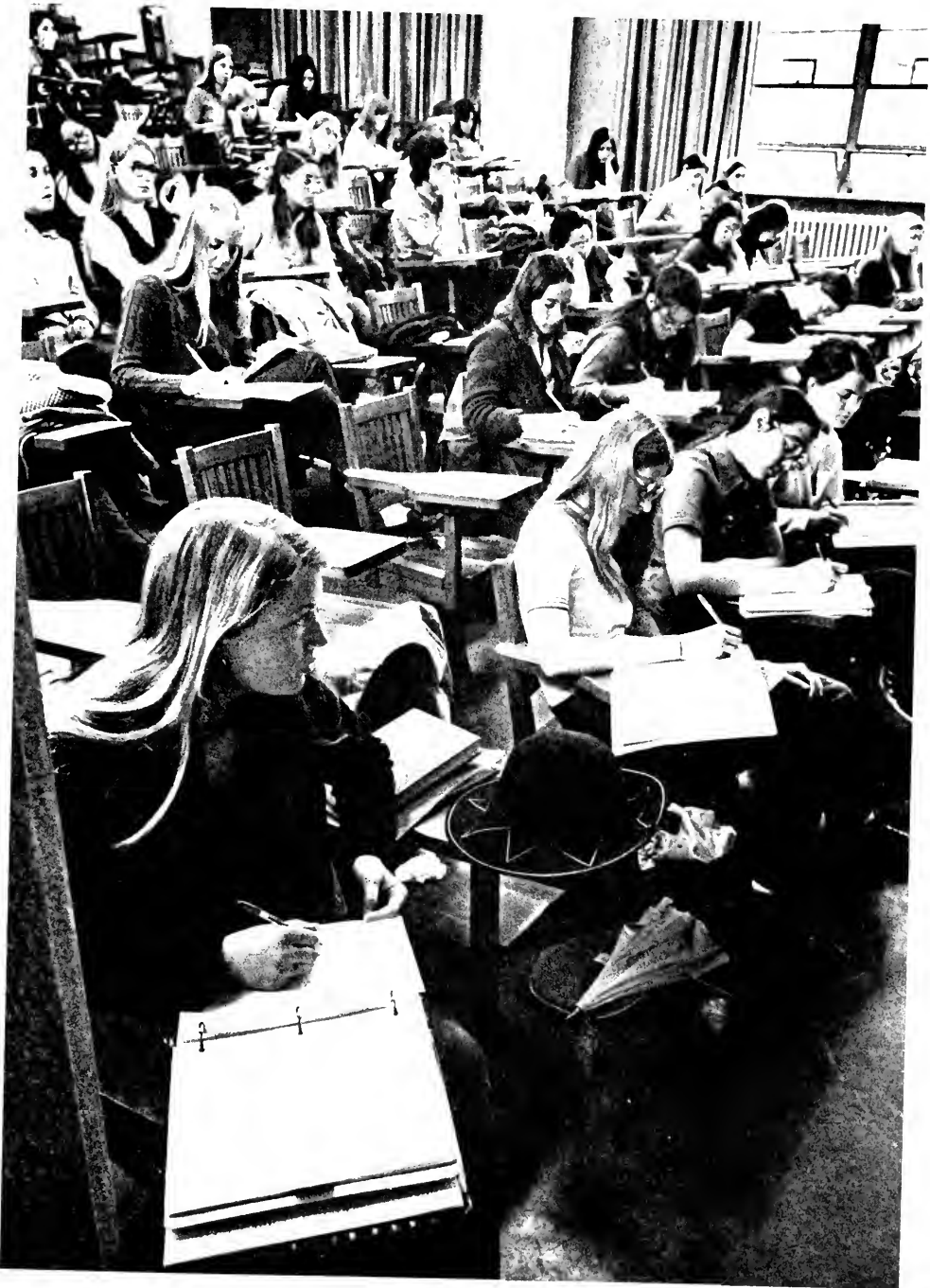
The Continuing Education Program provides an opportunity for women to resume their education by electing to study for the Bachelor of Arts degree, or to take courses as special students not eligible for a degree. This nonresidential program enables students to enroll either part-time or full-time. Continuing education students attend classes with Wellesley undergraduates and take the same courses.

Candidates for the B.A. degree are women who are usually 25 years of age or older, or those whose education has been interrupted for five or more years prior to the date of application. Completion of a minimum of 8 units of work at the College is a requirement for the B.A. degree. There is no time limitation for completion of the degree.

Special students may be graduates of an accredited college or university but requesting course work at the undergraduate level, matriculated students currently affiliated with another accredited college or university and requesting course work for degree credit at the affiliate, or students who have formerly been affiliated with a college or university. Special students are limited to two consecutive years of study and a maximum of 8 units of course work.

For further information about the program write to the Office of Continuing Education, Wellesley College, Wellesley, Massachusetts 02181.

Courses of Instruction



A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

**Freshman-Sophomore Colloquia
(150 courses)
Directions for Election**

For a general description see page 40.

The colloquia have no prerequisites, although some are open only to freshmen. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chairman or instructor, in consultation with the class dean, will decide which applicants will be accepted.

In 1977-78 colloquia are offered by the departments of Art, Black Studies, Education, English, Greek and Latin, History, Philosophy, and Religion and Biblical Studies. Additional colloquia are offered as Experimental courses.

Legend

Courses numbered:

100-199
Grade I courses

200-299
Grade II courses

300-380
Grade III courses

(1)
Offered in first semester

(2)
Offered in second semester

(1) (2)
Offered in both semesters

•
Absent on leave

•1
Absent on leave during the first semester

•2
Absent on leave during the second semester

•
Offered in alternate years. Note: Unless specifically stated such courses will be offered in 1977-78.

Course may be elected to fulfill in part the distribution requirement in Group A

Course may be elected to fulfill in part the distribution requirement in Group B

Course may be elected to fulfill in part the distribution requirement in Group C

(1-2)
Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

1 or 2
Units of credit

3
Part-time instructor

[]
Numbers in brackets designate courses listed only in earlier catalogues.

Anthropology

Professor:
Shimony•

Associate Professor:
Bamberger³

Assistant Professor:
Kohl (Acting Chairman), Goodell³

Instructor:
Merry

Visiting Professor:
Tardits

104 (1) (2) Introduction to Anthropology 1

Consideration of man's place in nature, his physical history, and physical varieties. Brief survey of archaeology and linguistics. The nature of culture with examples primarily from nonwestern societies. Open to all students.

Mrs. Merry, Ms. Goodell, Mr. Tardits

106 (1) (2) Archaeology 1

A survey of the development of archaeology and an overview of its methods and themes. Introduction to Old World and New World archaeological sites and sequences. Open to all students.

Mr. Kohl

200 (1)* Current Issues in Anthropology 1

An examination of current controversial issues in anthropology such as Race and Intelligence, Sociobiology, The Culture of Poverty, Neo-Colonialism. Offered in alternation with 244.

Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience.

Not offered in 1977-78.

Mrs. Shimony

204 (1) Physical Anthropology 1

Theories regarding the origin and evolution of man. Primate behavior and adaptation. Analysis of human fossil evidence. Implications for the question of race.

Prerequisite: 104 or permission of the instructor.

Mr. Kohl

205 (1)* Social Anthropology 1

Comparative study of social, political, and economic organization of primitive societies. Stability and change of primitive groups in contact with Western culture. Application of anthropology to the problems of underdeveloped countries. Offered in alternation with 269.

Prerequisite: 104 or Sociology 102.

Mrs. Merry

210 (2) Racial and Ethnic Minorities 1

An analysis of the problems of racial and ethnic groups in American and other societies. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities.

Prerequisite: 104 or Sociology 102.

Mrs. Merry

217 (2)* Economic Anthropology 1

Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development. Offered in alternation with 241.

Prerequisite: 104 or Sociology 102.

Mr. Kohl

235 (1) Law in Cross-Cultural Perspective 1

An examination of legal systems and mechanisms in selected non-Western societies. The relations among customs, mores, and law. Authority and dispute settlement in traditional societies.

Prerequisite: 104 or Sociology 102 or Political Science 101.

Not offered in 1977-78.

Mrs. Silbey

242 (2)* Development of Archaeological Theory**1**

An evaluation of current trends in archaeological theory. Examines anthropological archaeology by surveying the origin and growth of the concept of prehistory and relating it to cultural evolutionary theory. Offered in alternation with 217.

Prerequisite: 104 and 106 and one Grade II unit, or permission of the instructor.

Not offered in 1977-78.

Mr. Kohl

242 (2)* The Emergence of Early Urban Societies**1**

Review of current research on the beginnings of civilization in Southwest Asia, the eastern Mediterranean, and Mesoamerica. The course will emphasize qualitative differences between ranked and class stratified societies. Offered in alternation with 243.

Prerequisite: 104 and 106, or permission of the instructor.

Mr. Kohl

242 (2)* The Beginnings of Food Production**1**

A survey of the beginnings of agriculture and domestication of animals in Southwest Asia and Mesoamerica. Examination of primary reports detailing the transition to a new subsistence economy. Discussion of causes and effects of the "neolithic revolution." Offered in alternation with 242.

Prerequisite: 104 and 106, or permission of the instructor.

Not offered in 1977-78.

Mr. Kohl

244 (1)* Societies and Cultures of the Middle East**1**

Comparative study of distinctive kinship, political, economic, and other social institutions of several major cultures of the Middle East.

Conflict between traditionalism and modernization, with particular reference to agricultural development. The Arab-Israeli conflict in anthropological perspective. Offered in alternation with 200.

Prerequisite: 104 or Sociology 102.

Ms. Goodell

269 (1)* Political Anthropology**1**

A comparative anthropological analysis of political systems in selected non-Western societies, using anthropological studies of faction-formation, political manipulation, and conflict resolution in small scale societies. Comparison of political roles of men and women. Offered in alternation with 205.

Prerequisite: 104 or Sociology 102.

Not offered in 1977-78.

Mrs. Merry

301 (2) Anthropological Theory**1**

History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.

Prerequisite: 104 or Sociology 102, and two Grade II units, or permission of the instructor.

Ms. Bamberger

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology**2**

Each year the Boston area inter-institutional Center for Materials Research in Archaeology and Ethnology sponsors a graduate seminar on the analysis of materials frequently encountered in field work: metals, floral and faunal remains, lithics, and ceramics. This year the seminar will concentrate on objects made of stone. Topics to be discussed will include the formation, types, and physical properties of stone, quarrying and transportation of stone, flint knapping, stone as a building material, trace element analyses for determining provenience of lithic artifacts, and the occurrence and working of semi-precious stones. The second semester will consist of laboratory work and individual research projects on primary source materials. Visiting professors from Boston University, Brandeis, Harvard, MIT, Museum of Fine Arts, Peabody Foundation (Andover), Tufts, University of Mass. (Boston). Limited enrollment. Open only to juniors and seniors by permission of the instructor.

Mr. Kohl

325 (2)* Urban Poverty

1

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology. Offered in alternation with 342. Prerequisite: same as for 301.

Not offered in 1977-78.

Mrs. Shimony

342 (2)* Seminar. West African Ethnology

1

Examination of several West African societies, particularly in the Francophone sphere. Emphasis on agricultural development and the market economy. Applications of structuralist anthropology. Offered in alternation with 325.

Prerequisite: same as for 301 and permission of the instructor.

Mr. Tardits

344 (1) Seminar. The Archaeology of Southwest Asia

1

Examination of the cultural history of four selected areas in Southwest Asia from the beginnings of food production through the appearance of written records. Reliance on primary sources. Area concentration for 1978-79: Mesopotamia.

Prerequisite: 106, two Grade II units; 242 or 243 are suggested but not required.

Not offered in 1977-78.

Mr. Kohl

345 (1) Seminar in Urban Anthropology

1

Comparative analysis of the nature of urbanism in the United States and nonwestern societies. Examination of issues such as migration, kinship, ethnicity, social disorder and crime, housing and urban renewal.

Prerequisite: same as for 301.

Mrs. Merry

350 (1) (2) Research or Individual Study

1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis

2 to 4

Open only to honors candidates.

Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is required. Preferably this should be calculus or statistics in the mathematics department, or a computer science course, but it may also be the methods course offered by economics, psychology, or sociology (depending on the particular need and interest of the student). Extradepartmental 114 (1) Introduction to Linguistics is also recommended.

Students may take 200- and 300-level courses upon the presentation of either Sociology 102 or Anthropology 104, but anthropology majors may not substitute Sociology 102 for Anthropology 104.

For the classes of 1977 and 1978 the major shall be constructed as if there had been no division of Anthropology and Sociology. A student may construct a major out of eight courses selected from one or both departments, but she must fulfill the requirements of either the old sociology or old anthropology concentrator.

Art

Professor:
O'Gorman, Moffett

Associate Professor:
Wallace (Chairman), Armstrong•, Rayen,
Fergusson•, Janis, Clapp, Sharp

Assistant Professor:
Marvin, MacNeil³, Waltermire, Harvey, Carroll

Instructor:
Solomon³, Leff, Siebel, Brown

Lecturer:
Gabhart

The Department of Art offers courses in the history of art and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art history majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art or in studio art.

History of Art

100 (1-2) Introductory Course 1 or 2

A foundation for further study in the history of art. The major styles in western architecture, sculpture, and painting from ancient Greece through the 19th century are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for the first semester.

Open only to freshmen and sophomores.

The Staff

150 (1) Colloquium

1

For directions for applying see p. 46. Open by permission to a limited number of freshman and sophomore applicants.

Photography

The invention of a revolutionary picture-making system, and the proliferation of photographic pictures in the 20th century with emphasis on the varying informational functions of photography in contemporary culture.

Ms. Janis

200 (2)* Classical Art

1

Topic for 1977-78: Art in the cities of the Roman Empire. The design of Roman cities and the buildings in them as well as the public and private monuments which illustrate the character of Roman taste. Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.

Miss Marvin

201 (2)* Near Eastern and Bronze Age Art

1

The art and archaeology of the eastern Mediterranean from 3000 B.C. to 1200 B.C. with particular emphasis on Egypt. The interrelations of the culture of Egypt with Mesopotamia, Minoan Crete, Mycenaean Greece, and their neighbors will be studied. Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Not offered in 1977-78.

Miss Marvin

202 (2) Medieval Sculpture and Painting

1

A survey of the major monuments of sculpture, manuscript and fresco painting in France and England during the Romanesque and Gothic periods with particular emphasis on the context of use, the formation of workshops, and the development of programs. Open to freshmen and sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

Mrs. Leff

203 (1) Cathedrals and Castles of the High Middle Ages

1
A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences. Open to sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

Not offered in 1977-78.

Mr. Fergusson

204 (1) (2) General Techniques Course

1
A survey of significant technical material related to the history of western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill. Open to students who are taking Grade II or Grade III art history courses. Required of all art history majors. 209 (1) may be substituted for 204.

The Staff

211 (1) Art and Archaeology of Pre-Hispanic Middle America

1
A survey of architecture, painting, sculpture, and "minor arts" of Middle America before the Spanish Conquest, focusing on the high civilizations of Mexico and Guatemala, through studies of major sites associated with Olmec, Teotihuacan, Zapotec, Mixtec, Maya, and Aztec peoples. Special attention will be given to the relationship between form and meaning within the general and specific archaeological, historical, and cultural contexts. Open to all sophomores, juniors, and seniors, and to freshmen by permission of the instructor.

Mrs. Sharp

215 (1) European Art to the Renaissance

1
The major movements in architecture, sculpture, and painting from classical antiquity to c. 1400. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors. Open only to juniors and seniors who have not taken 100.

The Staff

216 (2) European Art from the Renaissance Through the Nineteenth Century

1
Western art from the Renaissance through the 19th century with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100.

Prerequisite: same as for 215.

The Staff

219 (1) Painting and Sculpture of the Nineteenth Century

1
A study of the painting and sculpture of the 19th century in Europe with an emphasis on France. Special emphasis on the relationship of academic ideals to emerging individualism and to the social context of style. Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Ms. Janis

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

1
A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontorno, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velásquez, Tiepolo. Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Mr. Wallace

221 (2) Seventeenth Century Art in Northern Europe**1**

Dutch and Flemish painting, drawing and printmaking of the 17th century with emphasis on Rubens, Van Dyck, Hals, Rembrandt, and Vermeer.

Prerequisite: same as for 220.

Mrs. Carroll

224 (1-2) Modern Art**1 or 2**

The major developments in painting and sculpture from the mid-19th century to the present in Europe and the United States. Special attention is paid to the problematic of modernism in the arts—what it means to be modern; what makes modern art unique; and in what sense is it an expression of ourselves. Also, there is an emphasis on abstract art and on the question of judgment of quality. Conference sections in second semester. One unit of credit may be given for either semester. Background reading is required if elected in second semester only. Prerequisite: 100 (1) and (2), or 216, or 219, or permission of the instructor.

Mr. Moffett

226 (1) History of Afro-American Art**1**

A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.

Open to all students.

Mr. Gaither

228 (2) Nineteenth and Twentieth Century Architecture**1**

A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present.

Prerequisite: same as for 220.

Mrs. Leff

231 (1) American Art from Colonial Times to the Civil War**1**

A survey of American painting, sculpture, and architecture from the colonial period to the Civil War. Attention given to the relationship between art and the social history and literature of the time.

Prerequisite: same as for 220.

Mr. O'Gorman

232 (2) American Art from the Civil War to the Foundation of the New York School**1**

American painting, sculpture, and architecture from the Civil War to the foundation of the New York School. Attention given to the relationship between art and the social history and literature of the time.

Prerequisite: same as for 220.

Mr. O'Gorman

248 (1) Chinese Art**1**

Survey of the major artistic traditions of China through monuments of the Bronze Age, Buddhist sculpture and painting from the Han to the Ch'ing Dynasty.

Open to students who have taken one unit in the history of art, or one unit in Asian history or religion, or by permission of the instructor.

Mrs. Clapp

249 (2) Far Eastern Art**1**

Topic for 1977-78: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print. Topic for 1978-79: Indian art. A survey of the architecture and sculpture of Buddhism and the Hindu dynasties in India, Southeast Asia, Tibet, and Nepal.

Prerequisite: same as for 248.

Mrs. Clapp

251 (2) Italian Renaissance Art**1**

Painting and sculpture in Italy in the 15th and 16th centuries. Special attention given to major masters and monuments, with emphasis on the general artistic principles of Early and High Renaissance in Florence, Rome, and northern Italy. Analysis of patronage and changing cultural and aesthetic ideals in the Renaissance period.

Prerequisite: same as for 220.

Miss Brown

254 (2)* Art of the City: Medieval, Renaissance, and Baroque

1

Aspects of the history of urban form, and of art in public areas of the city in the medieval, Renaissance, and Baroque periods. Analysis of various urban types such as medieval market towns, ideal city plans in the Renaissance, and innovations in city planning in the 17th century. Attention will be given to sculptural programs designed to enhance public spaces and buildings.

Open to sophomores who have taken 202 or 203 or 220 or 251, and to juniors and seniors without prerequisite.

Not offered in 1977-78.

Ms. Armstrong

302 (1)* Italian Painting: The Fourteenth and Fifteenth Centuries

1

A study of selected artists whose work significantly illustrates the character of the late medieval and the early Renaissance styles.

Open to sophomores who have taken 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Miss Brown

304 (1)* Late Medieval and Renaissance Sculpture

1

A study of major sculptors from the 14th century to the end of the 16th century with emphasis on Italy and the work of Giovanni Pisano, Donatello, Ghiberti, and Michelangelo. Prerequisite: same as for 302.

Not offered in 1977-78.

Ms. Armstrong

305 (1) The Graphic Arts

1

A history of prints and visual communication from the time of Gutenberg to the present alternating between the achievements of great masters such as Dürer, Rembrandt, Goya, Picasso, and the proliferation of popular imagery and ephemera leading to the invention of photography. Emphasis is on class participation and the examination of originals. Open only to seniors.

Ms. Janis

306 (1) History of Photography

1

A survey of photography in France, England, and the United States in the 19th and 20th centuries. Topics will include styles of individual photographers and movements, the problem of style in photography, and the reciprocal relationship between photography and the graphic arts.

Open only to juniors and seniors who have taken 219 or 305.

Not offered in 1977-78.

Ms. Janis

308 (2)* Renaissance and Baroque Architecture

1

The Early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.

Prerequisite: same as for 302.

Not offered in 1977-78.

311 (1)* Northern European Painting and Printmaking

1

Painting and printmaking in Northern Europe from the late 14th through the 16th centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Bruegel the Elder.

Open to sophomores who have taken 202 or 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Mrs. Carroll

312 (2)* Problems in Nineteenth and Early Twentieth Century Art

1

A study of special problems of interpretation in 19th and early 20th century art. Romantic imagery, interpretations of Manet, photography and painting, historicism, origins of abstraction. Emphasis on extensive reading and class discussion.

Prerequisite: 219 or permission of the instructor.

Ms. Janis

320 (1) Frank Lloyd Wright

1

The course will concentrate upon the career of this major American architect.

Prerequisite: 232 or permission of the instructor.

Mr. O'Gorman

330 (2)* Seminar. Italian Art**1**

Normally a different topic each year.

Not offered in 1977-78.

331 (2) Seminar. Italian Art**1**

Topic for 1977-78: Gonzaga Patronage—the artistic patronage at the Mantuan court in the 15th and early 16th centuries. Works of art produced for Ludovico Gonzaga and Isabella d'Este by such artists as Pisanello, Mantegna, Alberti, and Titian will be studied. Particular emphasis will be given to the political, social, and economic climate in which the works were produced, and to the working relationships which were established between patron and artist.

Open to juniors and seniors by permission of the instructor.

Miss Brown

332 (2)* Seminar. The Arts in England in the Thirteenth Century**1**

A study of painting, sculpture, and architecture during the reigns of Henry III and Edward I with particular attention to the major architectural monuments of the period such as Lincoln, Salisbury, Wells, and Westminster, to tomb sculpture, and to the paintings of William de Brailes and Matthew Paris and his school.

Prerequisite: 202 or 203 or permission of the instructor.

Not offered in 1977-78.

Mr. Fergusson

333 (1) Seminar. Baroque Art**1**

A detailed study of the paintings, drawings, and etchings of the Italian Baroque artist, Salvator Rosa, and the influence they had on later Romantic art, especially in America. Students will be involved in planning, selecting works of art, and writing catalogue entries for a projected exhibition entitled "Salvator Rosa in America."

Open by permission to juniors and seniors who have taken 220 or 221.

Mr. Wallace

334 (1)* Seminar. Problems in Archaeological Method and Theory**1**

Topic for 1977-78: The Parthenon. An intensive examination of the building and its sculptures. Consideration will also be given to the religious, political, and economic background of the building, and to its long artistic legacy. Open by permission of the instructor.

Miss Marvin

335 (2) Seminar. Modern Art**1**

Topic for 1977-78: To be announced. Open by permission of the instructor.

Mr. Moffett

336 (2) Seminar. Museum Problems**1**

An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged.

Open by permission of the instructor to juniors and seniors.

Ms. Gabhart

337 (2)* Seminar. Chinese Art**1**

Topic for 1977-78: Painting of the Yuan and Ming dynasties.

Prerequisite: 248 or by permission of the instructor.

Mrs. Clapp

340 (2) Seminar. The Art and Architecture of Wellesley College**1**

A seminar devoted to original research on the buildings and collections of Wellesley College. Prerequisite: 231 and 232 and permission of the instructor.

Mr. O'Gorman

345 (1) (2) Seminar. Historical Approaches to Art for the Major 1

Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors.

Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Mr. Moffett, Mrs. Carroll

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

380 (2) Mini Courses ½

Intensive six-week study of a specialized topic in medieval or classical art. One unit of credit will be given for two mini courses; no credit will be given for one mini course.

Not offered in 1977-78.

Boston Museum of Fine Arts Seminar

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collections for study. For enrollment procedures, consult the department chairman. Seminars to be offered in 1977-78 will include:

First Semester: Sessions begin the week of September 19

The Application of Science to Art
Instructor: Mr. Young

An Introduction to Egyptian Sculpture of the Old and New Kingdoms
Instructor: Mr. Brovaski

Second Semester: Sessions begin the week of February 1

American Art in the Age of Enterprise 1860-1910
Instructor: Mr. Fairbanks

Goya as Print Maker
Instructor: Miss Sayre

Directions for Election

History of Art

An art major concentrating in history of art must elect both semesters of 100 (unless an exemption examination is passed), or 100 (1) and 150 (1), 204 or the first semester of 209 (not the second semester), and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, nonwestern art. Art 345 and 305 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement. Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students planning to major in history of art should plan to take 204 or 209 (1) in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

Knowledge of literature, history, philosophy, and religion is of great value to the student of art. See, for example, English 217, 220, 221, 223, 310, 314; Greek and Latin 104, 203; Philosophy 203; History 230, 231, 232, 233, 235, 242, 248, 250, 271, 275; Religion and Biblical Studies 108, 204, 216, 218, 251, 253, 254.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in classical and Near Eastern archaeology, and in medieval/renaissance studies.

Studio Courses

105 (1) (2) Introductory Drawing 1

Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Four periods of class instruction and four of studio practice.
Open to all students.

The Staff

108 (1) (2) Introductory Photography 1

Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Four periods of class instruction. Limited enrollment.
Open by permission of the instructor.

Mrs. MacNeil

205 (1) (2) Introductory Painting 1

A study of basic forms in plastic relationships in a variety of media. Four periods of class instruction.
Prerequisite: 105 or 209 (1-2).

Mr. Rayen, Ms. Harvey

206 (1) Advanced Drawing 1

Problems dealing with the realization through graphic media of form, light, and volume. Students will be required to establish and work out an individual project during the second part of the course. Four periods of class instruction.
Prerequisite: 105.

Ms. Harvey

207 (1) Introductory Sculpture 1

Analysis of forms using elementary welding and casting to study closely the distribution of weight and volume in space and light. Four periods of class instruction. Studio fee for materials: \$20.
Prerequisite: 105 or 209 (1-2).

Mr. Travis

208 (2) Advanced Photography**1**

The development of one's personal photographic vision through intensive technical and aesthetic studies in photography. Independent projects in which students are encouraged to combine studies in photography with work in related disciplines such as history, philosophy, creative writing, psychology.

Study of the work of master photographers, writings on photography, and discussions with lectures from various disciplines. Four periods of class instruction. Limited enrollment.

Prerequisite: 108 or permission of the instructor.

Mrs. MacNeil

209 (1-2) Basic Design**1 or 2**

Structured around a series of interrelated problems in two-dimensional and three-dimensional design. This course develops both observational and formal skills. Techniques useful for drawing, sculpture, painting, and graphic design will be covered.

Open to all students. One unit of credit may be given for the first semester. Semester II requires Semester I.

Mr. Waltermire, Miss Siebel

210 (2) Color**1**

Basic problems in the interaction of color.

Four periods of class instruction.

Prerequisite: 105 or 205 or 209 (1-2).

Mr. Rayen

212 (2) Printmaking**1**

Instruction in the monotype and basic intaglio techniques including line and aquatint etching, lift ground etching, and engraving. Studio fee for materials: \$20.

Prerequisite: 105 or 209 (1-2).

Miss Siebel

307 (2) Advanced Sculpture**1**

Problems in sculptural composition, both representational and abstract. Exploration of various media including plaster, wood, and metals. Technical considerations include basic shop procedures and use of power tools. Four periods of class instruction. Limited enrollment. Studio fee for materials: \$20. Prerequisite: 207 or permission of the instructor.

Mr. Travis

315 (1) Advanced Painting**1**

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media. Four periods of class instruction.

Prerequisite: 105 and 205.

Ms. Harvey

316 (1) Life Drawing**1**

Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model. Four periods of class instruction.

Prerequisite: 105.

Mr. Waltermire

350 (1) (2) Research or Individual Study**1 or 2**

Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis**2 to 4**

Open only to honors candidates.

Directions for Election**Studio Art**

An art major concentrating in studio art must elect 100 (1 and 2), 105, 209 (1 and 2), plus a minimum of four additional Grade II or Grade III units in studio art. Course 100 is counted toward the degree but not toward the major. Since the department believes in the importance of an understanding of the history of art, the attention of students is drawn particularly to 224 (1 and 2) and 219 (see History of Art).

Astronomy

Professor:
Birney (Chairman)

Associate Professor:
Dinger

Assistant Professor:
Little, Little-Marenin

103 (1) (2) Introduction to Astronomy 1

Relationships of earth and sky; the solar system, stars, and galaxies. Two periods of lecture and discussion weekly with a third period every other week; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation and use of the telescopes.

Open to all students.

The Staff

200 (2) Modern Physics 1

For description and prerequisite see Physics 200.

201 (1) (2) Techniques of Intermediate Calculus 1

For description and prerequisite see Mathematics 201.

202 (1) Optical Physics 1

For description and prerequisite see Physics 202.

203 (2) Recent Developments in Astronomy 1

Contemporary problems in optical, radio, and space astronomy. Astronomical observations from outside the earth's atmosphere. Radio galaxies and quasars.

Prerequisite: 103.

Mr. Little

204 (1) Introduction to Astrophysics 1

The physical principles behind the analyses of stars, interstellar matter and galaxies.

Open to students who have taken 103 and are familiar with basic calculus and elementary physics (high school or college), or by permission of the instructor.

Miss Dinger

206 (1) Basic Astronomical Techniques I 1

Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry.

Prerequisite: 103 and a familiarity with trigonometric functions.

Mr. Birney

207 (2) Basic Astronomical Techniques II 1

Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.

Prerequisite: 206 and Mathematics [111] or 116.

Prerequisite or corequisite: 204.

Mr. Birney

302 (2)* Galactic Structure 1

Distribution and kinematics of the stellar and nonstellar components of the galaxy. Galactic rotation, problems of spiral structure, the galactic nucleus, the halo.

Prerequisite: 204 and Mathematics 116.

Not offered in 1977-78.

Mr. Birney

Offered in 1978-79.

304 (1)* Astrophysics of Stellar Atmospheres 1

The physical characteristics of the outer layers of stars derived from both a theoretical and observational viewpoint. The observed and computed spectra of stars will be discussed.

Prerequisite: 204 and Mathematics 201 or 215. Physics 200 is recommended.

Ms. Little-Marenin

Not offered in 1978-79.

305 (2)* Stellar Structure and Evolution

1

The internal structure of stars. Physical processes occurring in stellar interiors, including stellar energy sources. Description of all stages in the existence of a star.

Prerequisite: same as for 302.

Miss Dinger

Not offered in 1978-79.

349 (1)* Selected Topics

1

Normally a different topic each year.

Prerequisite: same as for 302.

Not offered in 1977-78.

Mr. Little

350 (1) (2) Research or Individual Study

1 or 2

Open to juniors and seniors by permission.

370 (1-2) Thesis

2 to 4

Open only to honors candidates.

Biological Sciences

Professor:

Widmayer

Associate Professor:

Coyne (Chairman), Allen

Assistant Professor:

Machtiger•, Sanford, Webb, Williams, Harris, Eichenbaum, Busch, Umber

Laboratory Instructor:

Muise, Dermody

Laboratory of Electron Microscopy

Professor:

Padykula•, Gauthier

Assistant Professor:

Schaeffer, Busch

Unless otherwise noted, all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

Directions for Election

The following courses form the minimum major: 204, 207; Mathematics 201 or 210; Physics 200 and 202; two Grade III courses in astronomy and an additional Grade III course in astronomy or physics. Extradepartmental 110 is strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the departments of physics, mathematics, and astronomy.

A substantial background in physics is required for graduate study in astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and, if possible, other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 32 for a description of Whittin Observatory and its equipment.

100 (1) Multicellular Plants and Animals

1

Major biological concepts emphasizing relationships between structure and function through examination of selected plant and animal systems.

Open to all students.

The Staff

101 (2) Cell Biology and Microbial Life

1

Plant, animal and microbial cell structure, chemistry and function. Growth and reproduction of cells, energy relationships and genetics. Activities of microorganisms in their natural habitats.

Open to all students.

The Staff

108 (2) Horticultural Science**1**

Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences. Open to all students except those who have taken [208].

Mr. Sanford, Mr. Umber

109 (1) Human Biology**1**

Study of anatomy and physiology of man. Some work on human genetics, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Will not count toward the minimum major in biological sciences. Open to all students except those who have taken 100.

Mrs. Coyne, Mr. Busch

200 (2) Cellular Physiology**1**

Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, control mechanisms. Students intending to major should elect this course as soon as possible. Prerequisite: 100 and 101 and one unit of college chemistry.

Mrs. Allen, Mr. Harris, Mr. Busch

201 (1) Introductory Ecology**1**

An introduction to ecosystem structure and development, including population and community ecology, intraspecific and interspecific relationships among organisms, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory emphasis on field work and reduction and presentation of quantitative data. Prerequisite: 100 or permission of the instructor.

Mr. Sanford, Mr. Williams

202 (2) Comparative Anatomy**1**

Comparison of chordate structure emphasizing the ontogeny of systems with a view to elucidating evolutionary trends and the diversity of vertebrate morphology. Laboratory dissection of representative forms, including the shark and cat. Open to students who have taken 100 or 109 and to juniors and seniors without prerequisite.

Mr. Webb

205 (1) Genetics**1**

Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies. Students intending to major should elect this course before entering Grade III work. Prerequisite: 101 or by permission of the instructor.

Miss Widmayer, Mrs. Dermody

206 (1) Histology-Cytology I: Cell and Tissue Structure**1**

The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques. Prerequisite: 101.

Ms. Gauthier, Ms. Schaeffer

207 (2) Nonvascular Plants**1**

Morphology, taxonomy, and evolutionary relationships of representative fungi, algae, lichens, liverworts, and mosses. Laboratory includes microscopic observations of a diversity of genera and culturing of selected specimens. Prerequisite: 100 or the equivalent or by permission of the instructor.

Mr. Sanford

209 (1) Microbiology

1

Introduction to bacteriology, virology, and immunology. A detailed consideration of biological principles which characterize the microbial world. The microbiology of infectious disease and unique features of microorganisms will also be considered.

Prerequisite: 101 and one unit of college chemistry.

210 (2) Invertebrate Zoology

1

Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment. Laboratories will use live material when possible for the study of structure and function.

Prerequisite: 100 or the equivalent.

Mr. Williams

211 (1)* Developmental Plant Anatomy

1

Structure and function of cells, tissues, and organs comprising the plant body. Developmental aspects are utilized to enhance the understanding of plant structure and its variability. Investigations of plants in the laboratory, greenhouses, and growth chambers. Laboratory includes basic microtechnique, light microscopy, and photomicrography.

Prerequisite: same as for 207.

Mr. Umber

212 (1)* Vascular Plants

1

Basic morphological and phylogenetic relationships including aspects of reproduction, embryology, and modification of vegetative parts between psilopsids, lycopsids, ferns, and seed plants. Laboratory includes observation of living and prepared plant specimens in the field and in the greenhouses.

Prerequisite: same as for 207.

Not offered in 1977-78.

213 (2) Neurobiology. The Biological Bases of Behavior

1

An approach to the study of animal behavior emphasizing functions of the vertebrate brain. Topics will include functional and correlative neuroanatomy, behavioral observation techniques, and experimental procedures for the study of brain function and behavior.

Prerequisite: minimum of two courses in biological sciences, including 100 or 109.

Mr. Eichenbaum

216 (1) Concepts in Growth and Development

1

Introduction to principles governing the growth and development of organisms. Lectures and laboratory integrate the use of plant, animal and microbial systems to illustrate concepts of development from the molecular to the gross morphological level.

Prerequisite: 100 and 101 or permission of the instructor.

Mr. Webb, Mr. Umber

221 (1) (2) Biochemistry I

1

For description and prerequisite see Chemistry 221.

302 (2) Animal Physiology

1

A study of organ systems in vertebrates. Basic cardiovascular, neural, respiratory, excretory, sensory, muscle and endocrine physiology covered each year. Special topics vary from year to year and have included digestion, nutrition, exercise physiology, high altitude or hyperbaric physiology, counter-current systems and temperature regulation. Students gain experience in the use of kymographs, polygraphs, strain gauges, pressure transducers, stimulators, oscilloscopes, and other physiological measuring devices.

Prerequisite: 200 and two units of college chemistry, or permission of the instructor.

Mr. Eichenbaum, Mr. Busch

303 (1) Plant Physiology

1

Physiology of plant growth considering hormones, reproduction, mineral nutrition, water relations, photosynthesis, and other selected topics. Experimentation in the laboratory, greenhouses, and controlled environment chambers.

Prerequisite: same as for 302.

Mr. Harris

304 (2) Histology-Cytology II: Structure of Organ Systems

1

Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to principal physiological processes.

Prerequisite: 206.

Not offered in 1977-78.

Ms. Padykula

305 (2) Seminar. Genetics**1**

Cytological and biochemical aspects of gene structure and function, mutational and recombinational processes, problems of cellular differentiation.

Prerequisite: 205, and either 200 or Chemistry [201] or 211, or permission of the instructor.

Miss Widmayer

306 (2) Developmental Biology and Embryology**1**

Study of the current experimental approaches in determining the cellular and molecular mechanisms that control developmental phenomena. More detailed discussion of animal embryology than given in 216, with particular emphasis on human development. Laboratory work will be organized on a research project format designed to encourage independent study and innovative thinking.

Prerequisite: 216; or 200, 205 and permission of the instructor.

Mr. Webb

307 (1) Topics in Ecology**1**

Topic for 1977-78: Theoretical ecology. Controversies and current issues in ecology, to include the theory of competition, diversity and stability, community structure, and group selection. Extensive readings in primary source material. Laboratories will include independent field work. Topic for 1978-79: Plant ecology. Investigation of individual plant species and vegetation in relation to environmental factors.

Prerequisite: 201 or permission of the instructor.

Mr. Williams

308 (2) Plant Morphogenesis**1**

Experimental study of internal and external factors affecting the development of form. Emphasis is placed on the regulation and mechanisms of cytodifferentiation and organogenesis. Laboratory includes experiments involving the techniques of tissue culture and preparation of tissues and cells for cytochemical and microscopic study.

Prerequisite: 216, or a combination of 200 and 211.

312 (2) Seminar. Endocrinology**1**

Selected topics on the regulation and action of hormones and neurohormones in vertebrates. Emphasis on the study of current literature.

Prerequisite: 205 and 200 or permission of the instructor. 302 is strongly recommended.

Mrs. Coyne

Not offered in 1978-79.

313 (1) Microbial Physiology and Cytology**1**

Microorganisms used as model systems for the study of cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function. Prerequisite: same as for 305.

Mrs. Allen

314 (2) Seminar. Topics in Microbiology**1**

Topic for 1978-79: Tumor biology—the biology of tumor cells *in vitro* and *in vivo*. Mechanisms of viral and chemical transformation of mammalian cells.

Topic for 1979-80: Pathogenic microbiology and immunology. The biology of microbial pathogens and the diseases which they cause. Nature and function of the immune system. Interactions between pathogen and host defenses leading to development of infection and recovery from disease.

Prerequisite: Open by permission of the instructor. Suggested preparation for this course includes 200 or 205, 209 and Chemistry 211.

Not offered in 1977-78.

Mr. Machtiger

319 (2) Advanced Cytology: Biological Ultrastructure**1**

Introduction to the principles and procedures of electron microscopy. Emphasis on interpretation of ultrastructural and cytochemical features of cellular components, particularly as related to biochemical and physiological properties. A knowledge of the basic principles of biochemistry strongly recommended.

Prerequisite: 206 and either Chemistry [201] or 211, and permission of the instructor. 304 is recommended but not required.

Ms. Gauthier

Not offered in 1978-79.

326 (2) Biochemistry II

1

For description and prerequisite see Chemistry 326.

330 (2) Seminar

1

Topic for 1977-78: Evolutionary biology. The biological mechanisms of evolution. Will include evolutionary genetics and selection, models of speciation, biogeographical patterns and adaptive strategies. Lectures will be supplemented by discussion of the literature.

Prerequisite: 201 or 205 or permission of the instructor.

Mr. Williams

331 (1) Seminar

1

Topic for 1977-78: Either animal behavior or control mechanisms in biology.

Open by permission of the instructor.

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

370 (1-2) Thesis

2 to 4

Open only to honors candidates.

Directions for Election

A major in biological sciences must include two Grade I units or their equivalent, 200 and 205, which should be taken before declaring the major or before electing Grade III work, and at least two Grade III units in biology taken at Wellesley College. One of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. Two units of chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Biochemistry (221 and 326) does not count toward minimum major in biology.

Courses 108 and 109 do not ordinarily count toward the minimum major in biological sciences, but they do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 as a nonlaboratory science course. Independent summer study and courses in biochemistry will not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to the section of the Catalogue where the program is described. They should consult with the director of the molecular biology program.

Freshmen with advanced placement or with 100 or 101 exemptions are advised to take another biology course at the 200 level before continuing the core curriculum.

Students interested in an individual major in psychobiology should contact the department chairman as early as possible.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogues of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 44.

Black Studies

Associate Professor:
Martin (Chairman), Scott•

Assistant Professor:
Spillers•

Instructor:
Bruce, Jackson

••

Course may be elected to fulfill in part the distribution requirement in Group A

•••

Course may be elected to fulfill in part the distribution requirement in Group B

105 (1)*** Introduction to the Black Experience

1

The course serves as the introductory offering in Black Studies and explores in an interdisciplinary fashion salient aspects of Black history, culture, and life in Africa, the Caribbean, and the Americas. Its aim is to provide students with a fundamental intellectual understanding of the world Black experience as it is reflected in history, the humanities, and social sciences.

Open to all students.

Not offered in 1977-78.

Staff

150 (1) (2)*** Colloquia

1

For directions for applying see p. 46. Open by permission to a limited number of freshman and sophomore applicants.

(1)

a. 1919. Year of the "New Negro"

"New Negro" was a term used by Black people all over the world to describe the attitudes of militancy and race pride that characterized the years after World War I. This colloquium will examine race riots, militant race organizations, radical Black publications and the like for the year 1919. Material will be drawn from the United States, the West

Indies, England, South Africa, and possibly other places where Black people lived, to show the universality of the "New Negro" phenomenon and the interconnectedness of its manifestations.

Mr. Martin

b. African Diaspora

An attempt to examine the assumptions—historical, logical, rhetorical, and cultural—which underlie the poetry of certain New World writers in the 20th century; e.g., Langston Hughes, Nicolás Guillén, Aimé Césaire, Edward K. Brathwaite, and the poetry of Black resurgence in the United States, the new poets of the 1960's. The colloquium will look at this poetry against its changing historical background.

Not offered in 1977-78.

Ms. Spillers

(2)

a. 1919. Year of the "New Negro"

Same as 150 (1) a.

202 (2)* *** Introduction to African Philosophy

1

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Offered in alternation with 211.

Open to all students except those who have taken [302].

Not offered in 1977-78.

Mr. Menkiti

203 (2)*** Research Methods in Afro-American Anthropology

1

The purpose of this course is to formulate a conceptual framework from which research questions on a specific research topic, having to do with some aspect of Afro-American culture, can be formulated, following which the methodologies for answering the research questions can be developed.

Open to all students.

Ms. Bruce

204 (1)* Introduction to Afro-American Anthropology**

1

As anthropologist and ethnographer, the Afro-American creative artist has expressed the patterns of Afro-American culture in ways yet to be described in the annals of social science research. While the focus of the course will be the works of dramatists, filmmakers, choreographers, musicians and artists, attention, too, will be directed to scholarly works of Afro-American social scientists in their attempt to explicate the Afro-American experience.

Open to all students.

Ms. Bruce

206 (1-2)* Afro-American History**

1 or 2

Afro-American history to 1865: Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War.

Offered second semester 1977-78.

Afro-American history since 1865: An analysis of the social, economic, and political developments within the Black community from the Reconstruction era to the emergence of Black Power.

Offered first semester 1978-79.

One unit of credit may be given for either semester.

Open to all students.

207 (1) Revolution and Insurrection: The Neglected Literature of Nineteenth Century Black Americans**

1

The study of neglected Black fiction of the 19th century. Special attention is given to the efforts of Black authors of this period, despite their use of so-called "dialect," to project positive images of Black life and to promote Black political advancement. Pan-African and Third World themes in these writings are also explored.

Open to all students.

208 (2) Revolution and Insurrection: The Neglected Literature of Twentieth Century Black Americans**

1

Examination of neglected works of fiction by 20th century Black writers. Some comparisons will be made with earlier works to illuminate the various styles, themes, concepts, artistic merit, and orientation of Black fiction.

Open to all students.

209 (2) The Black Total Theatrical Experience: Concepts and Production**

1

An academic study of plays from the rich heritage of Black drama combined with both the technical and performing aspects of theatre. Students will have the opportunity to apply the skills acquired in the course to a major production. Students will be encouraged to direct, act, sing, or dance and to learn about the *basic* mechanics (lights, set design, set construction, costumes) that help to create the so-called "magic" of theatre.

Open to all students.

210 (1-2) Black Drama in the Twentieth Century**

1 or 2

Basic concepts, subtleties, and complexities of the Black playwright and his interpretation of the various Black experiences that are an integral part of the Black man's existence in a racist society. Lonne Elder III, Ron Milner, Adrienne Kennedy, Alice Childress, Joseph Walker, James Baldwin, Imamu Baraka, Lorraine Hansberry, Ted Shine, William Branch, and Douglas Turner Ward are among the playwrights to be considered. Special emphasis on the aesthetics of Black drama and theatre in general. Students will also be given the opportunity to explore how Black drama has helped to save Broadway from its own artistic and economic decadence. One unit of credit may be given for either semester.

Open to all students.

Not offered in 1977-78.

211 (1)* ** Introduction to African Literature

1

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. Offered in alternation with 202.

Open to all students.

Not offered in 1977-78.

Mr. Menkiti

212 (1)* Introduction to Black Politics**
1

An in-depth exploration of the efforts by Blacks in the United States to realize political effectiveness in the American political system. Comparison of the political experiences of Blacks with those of other ethnic groups in the American political system.
Open to all students.

Mr. Jackson

213 (2)* Political Development in the Black Community**
1

A comprehensive analysis of the development and political behavior of Black leadership and organizations in the North and South. This course will consider different political styles and political structures utilized by Blacks throughout these areas.
Open to all students.

Mr. Jackson

214 (2)* Blacks and the United States Supreme Court**
1

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans.

Open to all students.

Mr. Jackson

216 (1)* History of the West Indies**
1

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems.

Open to sophomores, juniors, and seniors without prerequisite. Not open to students who have taken [316].

Mr. Martin

228 (2) Black Literature in America**
1

Poetry and prose from slave narratives to the present day with emphasis upon modern major figures.

Open to all students.

Not offered in 1977-78.

Ms. Spillers

Offered in 1978-79.

230 (2)* The Black Woman**
1

An examination of the Black Woman in the Diaspora as portrayed in the writings of Black women from the United States, Africa, and the Caribbean. Analysis and discussion will establish both a conceptual framework and a historical-cultural context in which recurring themes in the works may be compared and contrasted.

Open to all students.

Ms. Bruce

310 (1-2) Seminar. Black Literature**
1 or 2

Topic for 1977-78: Authentic and nonauthentic slave narratives. Part I of the seminar examines *authentic* slave narratives, those written by the slaves themselves. Part II concerns itself with the nonauthentic slave narratives, those involving a *second* party. Hopefully, a detailed look at the two categories of slave narratives will give students a total awareness of Black religion, folklore, history, autobiography, biography, drama, spirituals, and secular songs of the slaves. Also, close study of the authentic and nonauthentic slave narratives will give students the opportunity to see how the slaves successfully incorporated and made an *art of dissembling* in order to survive an oppressive society. One unit of credit may be given for either semester. Prerequisite: one Grade II unit in literature or permission of the instructor.

315 (1) Urban Black Politics in the South
1

"Political modernization" is a concept that political scientists have used extensively in their examinations of African, Asian, and Latin American countries. This seminar will use this approach in an effort to examine recent political changes in the urban South. Materials based on the Atlanta and Birmingham experiences will be emphasized.
Open to qualified juniors and seniors.

Mr. Jackson

319 (2)* Pan-Africanism****1**

The historical efforts of Black people all over the world to unite for their mutual advancement will be examined. Such topics as 19th century emigrationist movements, the role of Afro-American churches in African nationalism, the Pan-African congresses of W. E. B. DuBois, the Garvey movement, the Pan-African ideas of Malcolm X, the Pan-African aspects of Southern African liberation movements and others will be discussed. The emphasis will be on the 20th century.

Prerequisite: 105 or [106] or [107] or [205] or one unit in Black history or permission of the instructor.

Not offered in 1977-78.

Mr. Martin

320 (1)* Black Institutions****1**

An overview of the role of Afro-American institutions as expressions of Afro-American cultural autonomy. The focus of this course will be the Black church in general, and the African Methodist Episcopal Church in particular, as we look at the ways in which Afro-American schools, businesses, fraternal and civil rights organizations serve to institutionalize the values of Afro-American life.

Open to qualified juniors and seniors.

Ms. Bruce

340 (2)* Seminar. Afro-American History****1**

Topic for 1977-78: Marcus Garvey. Marcus Garvey's Universal Negro Improvement Association dominated the Afro-American scene in the decade after World War I and was a major influence in the lives of Black people in the West Indies, Central America, Africa and elsewhere. Garvey's program of race first, self-reliance, and Black nationalism was still very much alive in the Black Power era of the 1960's and 1970's. Elijah Muhammad, Malcolm X, and Shirley Chisholm are among the many politically active Black people who were associated with Garvey's movement in their formative years. This seminar will examine Garvey's ideas, impact, and struggles. Open to qualified juniors and seniors and by permission to sophomores with a strong background in Black studies courses.

Mr. Martin

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses are elected from the Black Studies departmental offerings.

106 (2) Afro-American Music

See Music 106.

226 (1) History of Afro-American Art

See Art 226.

267 (1) The History of Pre-Colonial Africa

See History 267.

268 (2) Africa in the Modern World

See History 268.

318 (1) Race and Conflict in Southern Africa

See History 318.

330 (1) The Social Psychology of Black Religion

See Psychology 330.

Directions for Election

The requirements for the major are consistent with the concept of Black Studies as a multi-disciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as anthropology, history, economics, political science, or literature.

It is recommended that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multi-disciplinary training. As the basic introduction to the discipline of Black studies, 105 is recommended for the major. At least four units must be taken in a single discipline as a field of specialization.

At least two courses should be at the 300 level. A minimum of six courses must be elected from Black studies departmental courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

Chemistry

Professor:

Crawford (Chairman), Webster, Rock

Associate Professor:

Loehlin, Hicks

Assistant Professor:

Kolodny, Levy[•], Kahl, Lyons, Hearn, Umans

Instructor:

Swallow

Laboratory Instructor:

Darlington, Mann, Smith³, Lieberman³

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly. The selected topics courses will generally be taught without laboratory, but may include laboratory for some topics. Calculators may be used in all chemistry courses.

100 (1) Fundamentals of Chemistry

1

The periodic table, atomic structure, chemical formulas and equations; states of matter, properties of solutions, equilibria in solution, electrochemistry. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly. Not open to students who have taken 103.

Open to students who offer little or no chemistry for admission (see Directions for Election). Serves as prerequisite for 104.

Ms. Kolodny

101 (1) Contemporary Problems in Chemistry I**1**

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1977-78: A study of foods and nutrition. Emphasis on the chemical nature and function of foods, food additives, and metabolism. There may be an extra meeting each week for students who do not present one admission unit in chemistry. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.

Open to all students except to those who have taken 100, 103, 104 or their equivalents.

Ms. Hicks

102 (2) Contemporary Problems in Chemistry II**1**

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1977-78: Chemistry in the service of art. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.

Open to all students except to those who have taken 100, 103, 104 or their equivalents.

Mr. Lyons

103 (1) (2) Introductory Chemistry I**1**

The periodic table, atomic structure, states of matter, properties of solutions, equilibria in solution, electrochemistry.

Open to all students who present chemistry for admission except those who have taken 100.

The Staff

104 (1) (2) Introductory Chemistry II**1**

Atomic and molecular structure, chemical bonding, chemistry of elements, introduction to chemical energetics and kinetics.

Prerequisite: 100 or 103.

The Staff

211 (1) (2) Organic Chemistry I**1**

A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules. There may be an additional meeting each week for students who exempted 103 or 104.

Prerequisite: 104.

Ms. Crawford, Ms. Webster, Mr. Hearn

221 (1) (2) Biochemistry I**1**

A study of the chemistry of proteins and nucleic acids, with emphasis on structure-function relationships. Particular emphasis on the mechanism of enzyme action.

Prerequisite: 211. Biology 205 is recommended.

Ms. Hicks, Mr. Umans

231 (1) (2) Physical Chemistry I**1**

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics.

Prerequisite: 104, Mathematics [111] or 116, and Physics [103] or 104 or 105 or 106 or 110.

Mr. Loehlin

241 (1) Inorganic Chemistry**1**

Chemical periodicity, structure and reactivities in inorganic systems.

Prerequisite: 211.

Mr. Kahl

261 (2) Analytical Chemistry**1**

Classical and instrumental methods of separation and analysis, structure determination, quantitative manipulations, statistical treatment of data. One lecture and two laboratory meetings each week.

Prerequisite: 211 or 231.

Ms. Swallow

306 (1) Seminar**1**

Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1977-78: Biosocial aspects of chemistry. A study of social implications of biological and chemical research with emphasis on fertility control and disease prevention. One two-period meeting per week. No laboratory.

Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.

Mr. Umans

309 (1) Foundations of Chemical Research**1**

Advanced study of research design and methods through the literature and the laboratory. Two three-and-one-half hour periods of lecture and/or laboratory each week.

Prerequisite: 211, 231 and 261.

Not offered in 1977-78.

313 (1) (2) Organic Chemistry II**1**

A continuation of 211, with emphasis on the chemistry of aromatic molecules.

Prerequisite: 211.

Ms. Crawford, Mr. Lyons, Mr. Hearn

319 (1)* Selected Topics in Organic Chemistry**1**

Topic for 1977-78: Organic photochemistry. An introduction to light induced reactions of organic molecules.

Prerequisite: 313, and permission of the instructor.

Mr. Lyons

326 (2) Biochemistry II**1**

A study of biochemical energetics, intermediary metabolism, with emphasis on the mechanism of individual enzymatic reactions, functions of coenzymes, problems of physiological regulation.

Prerequisite: 221 and 231. 313 and Biology 200 are recommended.

Ms. Hicks

329 (1)* Selected Topics in Biochemistry**1**

Normally a different topic each year.

Prerequisite: 221 and permission of the department.

Not offered in 1977-78.

Offered in 1978-79.

333 (2) Physical Chemistry II**1**

Quantum chemistry and spectroscopy. Structure of solids and liquids.

Prerequisite: 231, Physics 106 or 110 and Mathematics 201, [207] or 215.

Ms. Kolodny

339 (2)* Selected Topics in Physical Chemistry**1**

Normally a different topic each year.

Prerequisite: 231 and permission of the department.

Not offered in 1977-78.

Offered in 1978-79.

349 (2)* Selected Topics in Inorganic Chemistry**1**

Topic for 1977-78: Advanced instrumental methods in inorganic chemistry.

Prerequisite: 241 and permission of the department.

Mr. Kahl

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Students who present little or no chemistry for admission should elect Chemistry 100. All students electing Chemistry 100 or 103 should complete the placement questionnaire available from the department. Either Chemistry 100 or 103 serves as prerequisite for Chemistry 104.

A major in chemistry must include 100 or 103 and 104 or their equivalent, 211, 313, 231, and 333, plus two additional units exclusive of 350 and 370. In addition, Mathematics 201, [207] or 215 and a Grade II unit of physics are required.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II and/or Physical Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

Students interested in biochemistry or molecular biology are referred to the section of the Catalogue where the interdepartmental major in molecular biology is described. They should consult with the director of the molecular biology program.

Premedical students are referred to the requirements given on p. 44. Note that either 231 or 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the Department of Chemistry.

Placement and Exemption Examinations

Students who have had Advanced Placement courses, or two years of secondary school chemistry, or other unusually good preparation should consider the possibility of exempting 104 and/or 103 by examination. For exemption with credit students will be expected to submit laboratory notebooks or reports.

Chinese

Associate Professor:
Lin (Chairman), Tai

Lecturer:
Yao, Hinton

Attention is called to the opportunity for residence in the Chinese Corridor.

100 (1-2) Beginning Chinese 2

A nonintensive course for beginners. Introduction to spoken and written Mandarin Chinese pronunciation, sentence structure, conversation, reading and writing of about 300 characters. Three periods. Offered at MIT. Preference given to MIT students.

Mr. Tai

101 (1-2) Elementary Spoken Chinese 2

Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, conversation and reading. Three periods. 101 and 102 combined form the first-year Chinese course. Open to all students. Corequisite: 102.

Mrs. Lin

102 (1-2) Basic Chinese Reading and Writing 1

Development of reading skills of simple texts and in character writing in both regular and simplified forms. One period with an additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course. Open to all students. Corequisite: 101.

Mrs. Yao

101/102 (1-2)

151 (1-2) Advanced Elementary Chinese 2

A further study with emphasis on speaking, reading, writing, and analyzing in vernacular Mandarin. Conversational practice stressing the building of verbal skills in daily life and intellectual topics. Three periods. Open to students with 200 characters as active knowledge or who can speak some Mandarin and/or any kind of dialect fluently, and by permission of the instructor. Not open to students who have taken Chinese 101-102.

Mrs. Yao

201 (1-2) Intermediate Chinese Reading 2

Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Three periods. 201 and 202 combined form the second-year Chinese course.

Prerequisite: 101 and 102 taken concurrently, or permission of the instructor. Corequisite: 202.

Ms. Hinton

202 (1-2) Intermediate Conversational Chinese 1

Discussion of current events and cultural topics. One period with an additional hour for smaller group discussions or individual assignment. 201 and 202 combined form the second-year Chinese course.

Prerequisite: same as for 201. Corequisite: 201.

Ms. Hinton

231 (1) Chinese for the Bilingual 1

Readings from selected short stories, plays, newspapers and current periodicals for discussion and imitation. Emphasis on the behavior of parts of speech as they relate to English. Conversational practice stressing the building of verbal skills for discussion of intellectual topics and current events. Three periods. Offered at MIT.

Prerequisite: 151 or by permission of the instructor.

Mr. Tai

241 (2)* Chinese Literature in Translation I 1

A survey of Chinese literature in the classical language. The course begins by contrasting the simple language and imagery of the northern *Book of Songs* with the complex, shamanistic *Songs of the South*. The evolution of narrative is then traced from its origins in early historical writings such as the *Tso Chuan*, through *Ssu-ma Ch'ien*, to the emergence of fiction in the T'ang. The course concludes with a study of major lyrical poets from T'ao Ch'ien to Su Tung-p'o. Conducted in English. Offered in alternation with 242. Open to sophomores, juniors, and seniors without prerequisite, and to freshmen by permission of the instructor.

242 (2)* Chinese Literature in Translation II 1

A survey of Chinese literature from T'ang tales (618-905 A.D.) to contemporary literature, dealing with the emergence of vernacular fiction. The focus will be on T'ang and Sung short stories, Yuan drama, Ming and Ching novel and the literary works from the May 4th movement through the post-Liberation era. Offered in alternation with 241. Prerequisite: same as for 241.

Not offered in 1977-78.

Mr. Tai

252 (1) Readings in Modern Style Writings 1

Reading and discussion in Chinese of selections from contemporary Chinese writings, including plays, poetry, and essays on various topics such as economics, history, philosophy, political theory, and sociology. Three periods.

Prerequisite: 201 and 202 taken concurrently, or by permission of the instructor.

Mrs. Yao

300 (2) Readings in Contemporary Chinese Literature 1

Reading and discussion in Chinese of selections from short stories, novels, and essays. Three periods.

Prerequisite: 231 or 252 or by permission of the instructor.

Mr. Tai

301 (2) Readings in Expository Writings of Revolutionary China, Before and After 1949

1

Readings and discussions in Chinese of selections from revolutionary China pre- and post-1949, including the works of Mao Tse-Tung and important issues of various revolutionary cultural movements in China, with strong focus on political and social aspects. Three periods.

Prerequisite: 252 or by permission of the instructor.

Mrs. Lin

310 (1) Introduction to Literary Chinese

1

Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.

Prerequisite: 231 or 252 or by permission of the instructor.

Mrs. Lin

311 (2) Readings in Elementary Classical Chinese

1

Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.

Prerequisite: 310 or by permission of the instructor.

316 (1) Seminar. Chinese Literature in the Twentieth Century

1

Study of works and authors in Chinese theatre, poetry, novels, etc.

Topic for 1977-78: Development of Chinese theatre from its beginning to the present.

Representative plays from different periods will be examined. Readings and discussions all in Chinese. Focus on literary merits and social significance.

Prerequisite: 300 or 301 or by permission of the instructor.

Mr. Tai

350 (1) (2) Research or Individual Study **1 or 2**

Open by permission to qualified students.

Directions for Election

Although the College does not offer a major in Chinese language and literature, students who major in East Asian studies or Chinese studies that relate to China should consult the chairman of the department and the advisor early in the college career.

For students majoring in East Asian studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian studies are advised to complete at least two years of Chinese language training.

For students majoring in East Asian studies, with a concentration of Chinese studies, the minimum requirement is three years of Chinese language and literature in the original Chinese. Extradepartmental 106; History 275, 276, 345, 346; Political Science 300, 306; Art 248, 337; and Religion 253, 254, 305, and 312 are strongly recommended as related courses. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, History 275 and 276 are recommended.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

Economics

Professor:

Bell, Goldman•, Newell, Ilchman,
Morrison (Chairman)

Assistant Professor:

Painter, Ladd•2, Robinson, Christensen

Instructor:

Horner, Ratner, Case, Miller

Visiting Professor:

Calderwood•, Bolton

Visiting Associate Professor:

Lyken

101 (1) (2) Survey of Modern Economics— Microeconomics

102 (1) (2) Survey of Modern Economics— Macroeconomics

1 each

Each course may be taken independently and in any order; each contains an overview of the nature of economics and economic systems. Microeconomics, in 101, analyzes the choices of individual firms and households in the markets where they buy and sell. Equity and efficiency consideration of income distribution, health, education, the environment, and other policy problems of social welfare. Macroeconomics, in 102, analyzes current problems and policies of national income and GNP; supply and demand; labor and management; some accounting and stock market analysis, the role of government; money and banking, inflation and employment; prosperity and depression; and international payments and balance of trade.

Open to all students.

The Staff

201 (1) (2) Microeconomic Analysis

1

Microeconomic theory; analysis of the individual household, firm, and industry.

Prerequisite: 101 and [100] or 102.

Mr. Case, Mr. Bolton, Mrs. Painter

202 (1) (2) Macroeconomic Analysis

1

Macroeconomic theory; analysis of aggregate income, output, and employment.

Prerequisite: same as for 201.

Mr. Ratner, Mrs. Robinson

203 (2)* Economic History

1

An economic analysis of European development in the 18th and 19th centuries. A selective application of classical and neoclassical growth models. The development of the market system and modern economic society.

Prerequisite or corequisite: 101 and [100] or 102.

Not offered in 1977-78.

204 (1)* American Economic History

1

The "new" economic history. A sectoral and factorial analysis of the development of the American economy from colonial times to the 20th century. The economics of slavery and the Civil War. The emergence of an industrial state.

Prerequisite: same as for 203.

Mr. Christensen

205 (1) The Corporation

1

The development of the modern corporation and its place in the economy. Corporation organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets.

Prerequisite: same as for 203.

Mr. Lyken

210 (1) Money and Banking

1

The structure and operation of the monetary system. Commercial banking and other financial institutions. The Federal Reserve System. Monetary theory and policy.

Prerequisite: same as for 201.

Mr. Ratner

211 (1) (2) Elementary Statistics**1**

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving by means of the time-sharing computer.

Prerequisite: same as for 201.

Mr. Morrison, Mr. Case, Mrs. Miller

212 (1) Regional Economics**1**

General principles of regional economics as applied to explain New England's history, present situation, and future prospects. New England as a "lagging" region and, at the same time, a "leading" region.

Prerequisite: same as for 201.

Mr. Bolton

214 (2) International Finance**1**

International monetary problems, institutions and policy.

Prerequisite: 101 and 102. Not intended for economics majors.

Mrs. Robinson

217 (1) Topics in Mathematics and Economics**1**

Applications of calculus and linear algebra to economic analysis. Topics include: linear and nonlinear programming (optimization), input-output analysis, and game theory.

Prerequisite: Economics 201 or 202 and Mathematics 201 or 215, or by permission of the instructor.

Mr. Horner, Mr. Shuchat

225 (2) Urban Economics**1**

Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city.

Prerequisite: same as for 201.

Mr. Case

230 (2)* Labor Economics**1**

Activities and policies relating to American labor. Growth and composition of a labor force. Labor unions and collective bargaining. Public policy; social legislation.

Prerequisite: same as for 201.

Mrs. Painter

235 (2) The Economics of Higher Education**1**

The financing of public and private higher education; rising costs and increased productivity in a service industry, equity of access and redistributive effects of educational spending. The economic implications of the Carnegie Commission Report; Wellesley College used as one case study.

Prerequisite: same as for 201.

Mrs. Ilchman

240 (2)* The Economics of Controversy**1**

Income distribution data and how to analyze them: who gets what in this country and elsewhere. Programs and policies for welfare and income maintenance: the economics of sharing.

Prerequisite: same as for 201; students with further work in economics admitted only if enrollment permits.

Mrs. Bell

245 (1)* Law and Economics**1**

The interplay and sometimes conflict between economics and law. Among the topics considered are the role of anti-trust law, tax law, commercial arbitration, regulatory agencies, securities regulation, and public choice.

Prerequisite: 101 and 102.

Not offered in 1977-78.

249 (1) Seminar. Economics of the Environment**1**

Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.

Prerequisite: same as for 201.

Mr. Bolton

301 (2) Comparative Economic Systems**1**

The economics of capitalism, socialism, fascism, and communism.

Prerequisite: 201 or 202.

Mr. Christensen

302 (1) Economic Development

1

The problems and possibilities of the less developed countries.

Prerequisite: same as for 301.

Mrs. Painter

305 (2)* Industrial Organization

1

Analysis of the structure, conduct, and performance of industry. Government regulation and antitrust law, their purpose and accomplishments.

Prerequisite: 201.

Mr. Horner

307 (1)* Consumption and Marketing

1

Analysis of the theory of consumer choice and of market models applied to patterns of income, spending, and saving.

Prerequisite: 201, 202, and 211.

Mrs. Bell

310 (1) Public Finance

1

Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy.

Prerequisite: 201.

Mrs. Ladd

312 (2) Economics of Accounting

1

Financial accounting and economic analysis; valuation theory and decision-making for the firm; cost accounting and the marginal analysis of production and prices; problems in current policy including inflation accounting and investment choices.

Prerequisite: 201.

Mrs. Bell

314 (1) International Economics

1

Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments.

Prerequisite: 201 and 202.

Mrs. Robinson

315 (1)* History of Economic Thought

1

The development of economic thought from ancient to modern times. A brief study of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.

Prerequisite: 201.

Mr. Christensen

316 (2)* Recent Economic History

1

Economic history from the depression to the "new" economics. Stagnation, growth, and inflation: an analysis of the major economic events of the 1950's and the 1960's.

Prerequisite: 202.

Mr. Morrison

317 (2) Seminar. Mathematical Economics

1

Introduction to mathematical and econometric modeling. Techniques of specification, estimation, and simulation of rational and behavioral economic models.

Prerequisite: 201, 202, 211, and Mathematics 115 or 201, or by permission of the instructor.

Mr. Horner

330 (1)* Seminar. Topics in Advanced Macro Theory

1

Prerequisite: 201 and 202.

Mrs. Miller

**350 (1) (2) Research or Individual Study
1 or 2**

Open by permission to juniors and seniors who have taken 201 and 202.

370 (1-2) Thesis

2 to 4

Open only to honors candidates.

Directions for Election

The complete survey course consists of both 100 level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

A student who plans to take any course after [100], 101 and 102, should consult either the instructor or the department chairman.

Students wishing to take the Economics Complement to their major in another field should consult the advisors for that program. In 1977-78 they will be Mrs. Bell and Mr. Morrison.

An economics major contains required courses 201, 202 and 211 which should be taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance by the department chairman. An economics major must take a majority of her Grade III economics units as Wellesley courses; permission for an exception must be obtained in advance by the chairman. All majors are strongly urged to take mathematics and those planning graduate work in economics should take Economics 317. Calculus and linear algebra have proven to be particularly helpful.

Students wishing to develop competence in economics in preparation for graduate work in law, business, or public administration, area studies or international relations, public health, or medicine, may choose the Economics Complement. This consists of Economics 101, 102, and two other Grade II courses. The plan for this option should be carefully prepared, and students are urged to consider the courses chosen and their timing after consulting with the advisors.

Education

Professor:
Ilchman

Assistant Professor:
Sleeper (Chairman), Foster, Fraser³

Associate in Education:
Rokicki

Course may be elected to fulfill in part the distribution requirement in Group B

101 (1)*** Education in Historical Perspective

1

Study of education as the active and deliberate pursuit of standards and principles for individual and community life in western history. Investigation of various institutions which intentionally transmit a culture's values and knowledge. Changing educational processes and patterns as related to economic developments and to changing assumptions about human nature, the nature of society and ways of knowing and valuing. Emphasis on historical materials and their analysis.

Open to all students.

Ms. Foster

150 (1) Colloquium

1

For directions for applying see p. 46.

Open by permission to a limited number of freshman and sophomore applicants.

1

Education in the age of democratic revolution, 1750-1800

Study of the emergence of a republican ideal of education; of the roles of ministers, publicists, and scholars as agents of political education; and of the intellectual traditions from which leaders of the American revolution constructed theories of society, politics, and education.

Open to freshmen.

Not offered in 1977-78.

Ms. Foster

200 (2) Modern Philosophies of Education**1**

Analysis of the components of an educational philosophy and their implications for pedagogy. Studies of essentialism, experimentalism, and existentialism as ideologies of education.

Prerequisite: 101 or permission of the instructor.

Mr. Sleeper

206 (1) Women, Education and Work**1**

Examination of ways in which the educational system and the structure of work affect the lives of women, from a historical, sociological, and public policy point of view. Relationships between educational and economic institutions. Intersections between the family lives and work lives of women. Comparison with the lives of men. Institutional bases of discrimination. Public policy alternatives. Each student will have the opportunity to define a research project in the area of women, education, and work.

Prerequisite: same as for 208.

Mr. Fraser

208 (2) Growing Up Female: Varieties of Educative Experiences of Women in American History**1**

Examination of the role of education in shaping the lives of women in American history. Exploration in biographies and autobiographies of women's efforts to educate themselves and of individual and/or group self-consciousness in processes of education. Open to all students who have taken one unit in Group B.

Ms. Foster

212 (1) History of American Education**1**

Patterns and processes of education, including schooling, in American history. Evaluation of the nature and uses of education in shaping American culture. Educational changes related to broader political and economic developments in American history. Open to all students.

Ms. Foster

216 (2) Education, Society, and Social Policy**1**

Investigation of the ways in which the educational system creates, maintains, and reflects social structures; the constraints which the social structure places on education as an instrument of social policy. The first few sessions will examine general concepts. The remainder of the course will examine three specific issues: the extension of compulsory schooling; the swings between progressive and traditional education from the 1920's to the open classroom movement of the 1970's; the desegregation and busing controversy from the 1950's to the present.

Prerequisite: 101.

Mr. Fraser

235 (2) The Economics of Higher Education**1**

For description and prerequisite see Economics 235.

Mrs. Ilichman

300 (1) The Secondary School**1**

Aims, organization and administration of United States secondary schools, including "free" schools. Topics include history of the secondary school, secondary school education in relation to adolescent development, and the role of the secondary school in the community.

Prerequisite: 101.

Mr. Sleeper

302 (2) Methods and Materials of Teaching**1**

Study and observation of teaching objectives and classroom procedures in secondary schools. Review of learning theories. Examination of curriculum materials in major teaching fields and of curriculum planning in general. Open only to seniors doing student teaching. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.

Prerequisite: 300 or permission of the instructor.

Corequisite: 303.

Mr. Sleeper

303 (2) Curriculum and Supervised Teaching

1

Observation, supervised teaching, and curriculum development in student's teaching fields throughout the semester. Attendance at secondary school placement required five days a week. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.

Corequisite: 302.

Mr. Sleeper

305 (1) Seminar. Developmental Theory and Curriculum

1

Examination of the philosophical and psychological components of developmental theory as an ideology of education. Emphasis on the application of the theory to the design of curriculum. Analysis of ways in which academic subjects may be defined for pedagogic purposes within a developmental framework.

Prerequisite: 101 or Psychology 101.

Mr. Sleeper

307 (2) Mass Media as Educators

1

How radical changes in the technology of communication have altered modes of learning and the acquisition of values. Learning about the world through books vs. learning from mass-circulation newspapers; learning verbally vs. learning from television pictures. An examination of the role of formal teachers and of those in charge of television programming with emphasis on the responsibility accruing to the latter in view of their power to influence what society comes to know and how it comes to know it.

Prerequisite: Sociology 215 or by permission of the instructor.

Ms. Foster

350 (1) (2) Research or Individual Study

1 or 2

Open to juniors and seniors by permission.

Directions for Election

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. For those students who do wish to be certified as secondary school teachers upon graduation, the following program will satisfy the requirements of the various state Departments of Education:

Required: 101, 300, 302, 303

Recommended: 200, or 212 or 216
Psychology 212, 217, or 219

Students wishing certification as elementary school teachers should take 101, 200 and Psychology 207. Student teaching on the elementary level, however, may not be done through the department's program.

English

Professor:

Corsa, Lever, Quinn, Layman (Chairman),
Ferry, Garis, Spacks, Craig

Associate Professor:

Gold, Pinsky•, Gertmenian, Sabin

Assistant Professor:

Cole, Spillers•, Beaton, Harman

Instructor:

Peltason, Stehling

Lecturer:

Eyges³, Stubbs, Moss³, Bidart³, Wilson³,
Jones³, Cording³

100 (2) Tutorial in Expository Writing

1

For description and prerequisite see Extra-departmental 100.

108 (2) Interpretations of Man in Western Literature

1

For description and prerequisite see Extra-departmental 108.

109 (1) (2) Expository Writing I

1

Instruction in the fundamentals of writing expository essays.

Open to all students.

The Staff

150 (1) (2) Colloquia

1

For directions for applying see p. 46.

Open by permission to a limited number of freshman and sophomore applicants.

(1)

Images of the city in American literature

A study of the ideals and phobias associated with urban life in American fiction, nonfiction, and poetry of the 19th and 20th centuries.

Attention will be divided between the literary qualities of individual works and broader historical issues and contexts.

Mrs. Cole

(2)

b. American women writers: the short story

From the neatly plotted story of the 1880's to examples of contemporary experimental fiction, this course will study about thirty short stories of Sarah Orne Jewett, Edith Wharton, Eudora Welty, Flannery O'Connor and others. Two short critical papers; one oral presentation; one finished paper based on the presentation.

Mrs. Eyges

d. Adolescent values in history and literature

An examination of shifting attitudes toward adolescence in 18th, 19th, and 20th century England. Reading will center on selected novels studied in their immediate intellectual context as established by such historical materials as periodical essays, letters, sermons, moral tracts, autobiographies, psychological and sociological commentary.

Mrs. Spacks

200 (1) (2) Short Narrative

1

The writing of sketches and the short story.

For interested students, experience in the writing of one-act plays.

Open to all students by permission of the instructor.

Miss Lever, Ms. Moss

201 (1) (2) The Critical Essay

1

The writing and revising of critical essays about poetry, fiction, or drama, in conjunction with readings in important criticism, past and present.

Open to all students.

Mr. Layman, Miss Craig, Mrs. Gertmenian, Mrs. Eyges

202 (1) (2) Poetry

1

The writing of short lyrics and the study of the art and craft of poetry.

Prerequisite: same as for 200.

Mr. Ferry, Mr. Bidart

209 (1) (2) Critical Interpretation**1**

A course designed to increase power and skill in the critical interpretation of literature, by the detailed reading of poems, mostly short, as individual works of art and in historical context. A sequence of poems drawn from the Renaissance to the Modernist period. Sections of the course to meet twice a week, with scheduled lectures about once every two weeks, historical in perspective. Open to all students.

Mr. Ferry, Mr. Garis, Miss Craig, Mr. Gold, Mrs. Gertmenian, Mrs. Sabin, Ms. Harman, Mr. Peltason, Mr. Stehling

210 (1) (2) Modern Poetry**1**

British and American poetry and poets, recent and contemporary. Open to all students.

Mrs. Sabin, Mr. Bidart

212 (1) (2) Modern Drama**1**

The study of British, American, and European drama from Ibsen to the present. Open to all students.

Mr. Garis, Mrs. Gertmenian, Mr. Beaton, Mr. Stehling

215 (1) (2) Shakespeare**1**

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. Open to all students.

Mr. Layman, Mrs. Sabin, Mr. Beaton

217 (2) Milton**1**

A study of Milton's lyric, epic, and dramatic poetry and some prose, with emphasis upon their significance for 20th century readers. Open to all students.

Miss Lever

220 (1) Chaucer I**1**

Intensive study of *The Canterbury Tales*, supplemented by the short later poems as they reveal Chaucer's comic artistry, his relation to history and society of the late 14th century in England. Open to all students.

Miss Corsa

221 (2) Chaucer II**1**

A reading of the early poems, "The Book of the Duchess," "The House of Fame," "The Parliament of Fowls," "Anelida and Arcite," "The Legend of Good Women," as they lead to an intensive study of Chaucer's one tragedy, *Troilus and Criseyde*. Supplemented by shorter, minor poems that reveal his interest in the history and society of the late 14th century.

Open to all students.

Miss Corsa

223 (1) American Literature I**1**

A survey of American literature from its Puritan beginnings to *Moby-Dick*. Emphasis upon major figures.

Open to all students.

Mr. Quinn, Mrs. Cole

224 (2) American Literature II**1**

American writers from Whitman to World War I. Emphasis upon major figures.

Open to all students.

Mr. Quinn, Mrs. Cole

225 (1) (2) American Literature III**1**

American writers from World War I to the present: prose and poetry.

Open to all students.

Mr. Quinn, Mrs. Cole

228 (2) Black Literature in America**1**

Poetry and prose from slave narratives to the present day with emphasis upon modern major figures.

Open to all students.

Not offered in 1977-78.

230 (1) Romantic Poets I**1**

Poems and critical writings of Wordsworth and Coleridge.

Open to all students.

Mr. Ferry

231 (2) Romantic Poets II**1**

Poems and critical writings of Byron, Shelley, and Keats.

Open to all students.

Mr. Gold

232 (2)* English Comedy in Various Genres**1**

The development, variety, and continuity of English comic writing.
Open to all students.

Miss Corsa

233 (2)* English Renaissance Tragedy in Perspective**1**

Tragic drama in the age of Shakespeare—its diversity and relation to other traditions.
Open to all students.

Not offered in 1977-78.

238 (1) The History of the English Novel I**1**

The beginnings of the English novel in the 18th century: Defoe through Jane Austen.
Open to all students.

Miss Corsa, Mr. Peltason, Mr. Stehling

239 (2) The History of the English Novel II**1**

The 19th century English novel from the Brontës to James.
Open to all students.

Miss Corsa, Mr. Beaton, Ms. Harman,
Mr. Peltason

240 (1) (2) The History of the English Novel III**1**

The 20th century novel from Conrad to the present.
Open to all students.

Mr. Garis, Mrs. Sabin, Ms. Moss

301 (1) The Short Story**1**

Techniques of short story writing together with practice in critical evaluation of student work.

Open by permission of the instructor to students who have taken one Grade II writing course.

Ms. Moss

302 (2) Fiction**1**

Intensive practice in the writing of prose fiction, the short story, or novella, according to the interest of the individual student.

Prerequisite: same as for 301.

Mr. Bidart

305 (1) Advanced Studies in Shakespeare I**1**

Plays written between 1591 and 1604, such as *Richard II*, *Henry IV*, *Much Ado about Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*.

Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, and by permission of the instructor to other qualified students.

Mr. Garis, Miss Craig

306 (1) (2) Advanced Studies in Shakespeare II**1**

Plays written between 1605 and 1611, such as *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*.

Prerequisite: same as for 305.

Mr. Ferry, Miss Craig, Mrs. Gertmenian

307 (2) Criticism**1**

Problems and principles of critical theory, with emphasis upon modern critical trends.
Prerequisite: same as for 305.

Mr. Gold

308 (2)* The Middle Ages and Renaissance in England**1**

The medieval world reflected in narrative poems by Chaucer's contemporaries; the rise of the Renaissance traced through the changes in lyric poetry and the drama and through the culture of Henry VIII's England; and the High Renaissance exemplified by works of Sidney, Spenser, and Marlowe.
Prerequisite: same as for 305.

Not offered in 1977-78.

310 (1) The Age of Satire**1**

A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.

Prerequisite: same as for 305.

Mrs. Spacks

311 (2) From Neoclassic to Romantic**1**

The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake. Prerequisite: same as for 305.

Mrs. Spacks

312 (1) The English Language**1**

Historical linguistics: major characteristics of the English language today studied as the products of their origin and history. Emphasis on speech, dictionaries, semantics and etymology, and translation.

Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, or a course in linguistics, or by permission of the instructor to other qualified students.

Miss Lever

314 (1)* The Victorian Crisis**1**

Contributions by major essayists (and Dickens) to an ongoing discussion of social issues: the role of science and religion; the value of work; the idea of culture.

Prerequisite: same as for 305.

Mr. Beaton

315 (2)* Victorian Poetry**1**

Study of some characteristic poetic themes and procedures of the period between Landor and Yeats, including such poets as Tennyson, Arnold, Hopkins, and Hardy, with some emphasis on the roots and emergence of modernism.

Prerequisite: same as for 305.

Not offered in 1977-78.

316 (2) Seventeenth Century Poetry**1**

Close study of themes and techniques as they develop in major poems of the period between Sidney and Marvell, concentrating on Jonson, Donne, Herbert, and Marvell. Particular attention to love and devotional poetry.

Prerequisite: same as for 305.

Ms. Harman

317 (1) American Literature IV**1**

Topic for 1977-78: The James family. Novels by Henry James studied in the context of writings by his father, brother, and sister, and with attention to their contribution to the American pragmatic tradition.

Prerequisite: same as for 305.

Mr. Gold

318 (2) Advanced Studies in the Modern Novel**1 or 2**

Topic for 1977-78: Joyce and Lawrence—contrasts and comparisons between two major innovators in modern fiction, studied through reading of short stories, a few major novels, and some biographical and critical writings.

Prerequisite: same as for 305.

Mrs. Sabin

319 (2) Advanced Studies in Modern Poetry**1**

Study of recent poems and poets in historical perspective. Topic for 1977-78: Poetry and philosophy—Yeats and Frost.

Prerequisite: same as for 305.

Miss Craig

320 (1) (2) Literary Crosscurrents**1 or 2**

First semester: Theatrical figures in literature. The study of the impulse to perform, and the moral arguments and values associated with it, in Shakespeare's *Henry IV, Part I* and *Antony and Cleopatra*, Pope's satires, one or two novels by Dickens, and pieces of reporting by Norman Mailer.

Prerequisite: same as for 305.

Mrs. Gertmenian

Second semester: 1914. The study of a moment in literary history, through the consideration of a given year. Emphasis on poetry and on literary manifestos, letters, reviews, controversies. Important works by James, Yeats, Hardy, Frost, Pound, Joyce, Lawrence, Stevens, Williams, Robinson and others which were published during the year 1914.

Prerequisite: same as for 305.

Mr. Ferry

321 (1) Seminar**1**

Topic for 1977-78: George Eliot. Close study of the major novels with particular attention to Eliot's dramatization of social and intellectual issues of mid-Victorian England.

Prerequisite: same as for 305.

Mr. Garis

322 (2) Seminar**1**

Topic for 1977-78: Walt Whitman and T. S. Eliot. Comparisons and contrasts between their work both as poets and as critics of society and culture.

Prerequisite: same as for 305.

Mr. Quinn

**350 (1) (2) Research or Individual Study
1 or 2**

Open by permission to juniors and seniors who have taken or are taking two Grade II literature courses in the department.

**370 (1-2) Thesis
2 to 4**

Open only to honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

Directions for Election

Course 109 is open to all students, regardless of year or major, who want to improve their skills in writing expository essays. Frequent writing assignments emphasize clear exposition of ideas and coherent argument. Class meetings are supplemented by individual conferences. In addition, Extradepartmental 100 is open, with permission of an advisor or class dean, to students who would benefit from a continuation of 109, or from an individual tutorial in expository writing. 201, primarily for English majors, offers intensive instruction in the writing of critical essays about literature.

Grade II literature courses are open to all students. Special attention is called to 209, which offers fundamental and rigorous practice in methods of interpretation of a literary text. Beginning with the Class of 1979, students majoring in English must take 209, ordinarily in the freshman year. Other courses isolate certain major figures or periods for concentrated study, or address themselves to continuing themes and issues. Students are encouraged to consult with the instructors of courses they are interested in, and with members of the department generally. More complete descriptions of all courses, composed by their instructors, are posted on bulletin boards in Founders Hall, and are available from the department secretary.

English majors must take at least one unit in Shakespeare, ordinarily 305 and/or 306. In addition, majors should work closely with their advisors in arranging a program of study with these objectives: (a) ability to interpret a text; (b) an understanding of some of the major works, authors, and periods that comprise the history of English and American literature; (c) a developing interest in some special field of study, such as the English Renaissance, drama, criticism, modernism.

Students of at least B standing in the work of the department will have first consideration when applying for admission to seminars and for independent work (350).

The department offers a choice of three programs for Honors. Under Program I (English 370, carrying two units of credit) the honors candidate does independent research or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. The candidate who elects Program II takes a written examination in a field defined by sev-

eral related courses she has taken (e.g., the Renaissance, drama, criticism). The candidate who elects Program III presents a dossier of essays written for several courses, with a statement of connections between them and critical questions raised by them. An oral examination is required in all Honors Programs.

Courses 200, 201, and 202 are planned as workshops in writing with informal group meetings and frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being studied. Courses 301 and 302 continue the same plan at an advanced level. In addition, qualified students may apply for one or two units of 350 in writing. All courses in writing, and all 350 writing projects as well, are taken as credit/non-credit/credit-with-distinction. It is strongly recommended that majors electing several writing courses should also elect a strong program in literature courses in consultation with their advisors. In general, enrollment in writing courses is limited to 15.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English. See, for example, History 233, 235, 236, 238, 239, 240, 301; Philosophy 203, 204; Grade II and Grade III courses in foreign literatures; Extradepartmental 104, 108, 201, 202, 220, 228, 229, 231, 330, 331; and courses in theatre studies.

A reading knowledge of at least one ancient or modern foreign language is desirable for all majors. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

For students interested in American literature, in American studies, in modern drama, and in modern poetry, attention is called to relevant courses in the Department of Black Studies, especially 105, 206, 210, 211, and 310.

French

Professor:
Galand, François, McCulloch

Associate Professor:
Stambolian (Chairman)

Assistant Professor:
Mistacco, Lydgate•, Gillain, de Courtivron•¹,
Hules, Grimaud, Baier

Instructor:
Simon-Miller, Levitt³, Greenlaw

All courses (except 220) are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

In 1977-78 the following courses will be taught as joint offerings at MIT: 214 (2), 302.

Qualified students are encouraged to spend the junior year in France. See p. 41.

100 (1-2) Beginning French 2

Intensive oral training and practice in listening, speaking, and reading, supplemented by weekly laboratory assignments. A slide presentation of the text introduces each week's cultural and linguistic material. The French comic book *Astérix* will also be used during the second semester. Three periods. Open only to students who do not present French for admission.

The Staff

101 (1) Advanced Beginning French 1

Intensive oral training and practice in listening comprehension and writing. Thorough grammar review. Vocabulary building. Three periods. Open to students by permission of the department only. To fulfill the language requirement students completing 101 must proceed to the second semester of 102.

The Staff

102 (1-2) Intermediate French**2**

First semester: Particular stress on grammar review, listening comprehension, vocabulary building and development of oral skills. Second semester: Choice of different sections emphasizing either the reading of modern texts with discussion and written work or further development of conversational skills through regular laboratory work using primarily nonliterary materials. Three periods. Prerequisite: 100 or one or two admission units (one or two years) in French.

The Staff

104 (1-2) The Language and Culture of Modern France**2**

Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. First semester: Discussion of selected modern texts, both literary and cultural. Second semester: Choice of different sections emphasizing either literary or cultural material. Three periods. Prerequisite: 102 or three admission units (three years) in French.

The Staff

201 (1-2) French Literature and Culture Through the Centuries**1 or 2**

First semester: From the Middle Ages through Classicism. Second semester: From the Enlightenment to Existentialism. Class discussion of selected masterpieces, short papers, outside reading, slides. Each semester may be taken independently. Prerequisite: 104 or four admission units (four years) in French (or CEEB score of 610); by permission of the instructor, 102.

Mr. François, Mr. Galand

203 (1) Approaches to Literary Analysis: Fiction, Theatre, Poetry**1**

Texts from various periods will serve as a basis for writing short analytical papers and presenting oral reports. Prerequisite: same as for 201.

Miss McCulloch

205 (1) (2) French Society Today**1**

Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading.

Prerequisite: same as for 201.

Ms. Simon-Miller

206 (1) (2) Intermediate Spoken French**1**

Practice in conversation, using a variety of materials including films, video tapes, periodicals, songs, radio sketches, and interviews. Regular use of language laboratory. Enrollment limited to 15. Not open to freshmen. Prerequisite: same as for 201.

Mrs. Greenlaw, Mr. Grimaud

212 (1) Medieval French Literature I**1**

French literature from the *Chanson de Roland* through Villon. Medieval texts read in modern French.

Prerequisite: 201 or 203 or 205 or 206; by permission of the instructor, 104. Open to freshmen with four or more admission units (four or more years) in French (or CEEB score of 650).

Miss McCulloch

213 (1) (2) French Drama in the Twentieth Century**1**

Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.

Prerequisite: same as for 212.

Mr. Stambolian, Mrs. Hules, Mrs. Baier

214 (1) (2) The French Novel in the Nineteenth Century**1**

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola. In second semester 1977-78, the course will be taught alternate weeks on each campus—one week at MIT and the next week at Wellesley (MIT course 21.212).

Prerequisite: same as for 212.

Ms. Gillain, Ms. Mistacco, Mr. Lydgate

215 (2) Baudelaire and Symbolist Poets**1**

The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, and Mallarmé.

Prerequisite: same as for 212.

Mr. Galand

216 (2) The French "New Novel"**1**

Recent experiments in fiction: textual play vs. expression, communication, representation.

Some discussion of film. Emphasis on the works and theoretical writings of Sarraute, Butor, Robbe-Grillet, Simon, and Beckett.

Prerequisite: same as for 212.

Ms. Mistacco

220 (1) The Modern French Novel**1**

Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation.

Open to all students except those who have taken two or more Grade II courses in French literature. Students taking this course should register for Extradepartmental 220.

Mr. Stambolian

222 (1) (2) Studies in Language I**1**

A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to specifically French techniques of composition and the organization of ideas, especially the *explication de texte*. Not open to freshmen in the first semester.

Prerequisite: 104, or 102 by permission of the instructor.

Mr. François, Mr. Grimaud, Mrs. Hules, Mrs. Greenlaw

226 (1) (2) Advanced Spoken French**1**

Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. In addition to recordings, video tapes, and periodicals, several classics of the French cinema will be studied for their linguistic interest.

Regular use of language laboratory. Enrollment limited to 15. Not open to freshmen. Not recommended for students who have already studied in France.

Prerequisite: one Grade II unit except 206, or by permission of the instructor.

Ms. Gillain

240 (2) Contemporary French Cinema**1**

The evolution of French cinema in the past 20 years. The course will start with a representative film of the classical period (Renoir), then will deal at length with works by the directors associated with "La Nouvelle Vogue" in the 1960's and some of their more recent productions: Godard, Truffaut, Rohmer, Rivette, Resnais. Enrollment limited to 20.

Prerequisite: one Grade II unit of French literature.

Ms. Gillain

249 (1) (2) Selected Topics**1 or 2**

Not offered in 1977-78.

300 (2) French Literature of the Renaissance**1**

Authors include Rabelais, Ronsard, and Montaigne.

Prerequisite: two units of 201 or 203, or one unit of 212, 213, 214, 215, 216.

Miss McCulloch

301 (1) French Literature in the Seventeenth Century I**1**

Baroque and Précieux poets. *L'Astrée*. The birth of the classical theatre: Corneille. Descartes, Pascal.

Prerequisite: same as for 300.

Mr. François

302 (2) French Literature in the Seventeenth Century II**1**

The classical theatre: Molière, Racine. Lafontaine, La Fontaine, La Bruyère. Taught at MIT in 1977-78 (course 21.220).

Prerequisite: same as for 300.

Mr. François

304 (1) The French Novel in the Eighteenth Century**1**

The affirmation of self and the development of narrative forms. Authors studied: Prévost, Marivaux, Rousseau, Diderot, Laclos, Sade. Prerequisite: same as for 300.

Ms. Mistacco

305 (2) Studies in Romanticism**1**

The Romantic Imagination and the Occult in selected works from Nodier and Balzac to Nerval, Lautréamont, and Maupassant. Prerequisite: same as for 300.

Ms. Simon-Miller

306 (1) French Literature in the Twentieth Century I**1**

From Symbolism to Surrealism: the literary experience in works of Valéry, Proust, Gide, Apollinaire, Saint-John Perse, Breton. Prerequisite: same as for 300.

Mr. Galand

307 (2) French Literature in the Twentieth Century II**1**

Existentialism and after: the function of literature in works of Malraux, Sartre, Camus, Char, Ponge, Robbe-Grillet. Prerequisite: same as for 300.

Mr. Galand

308 (2) Studies in Language IIa**1**

Comparative stylistics: a normative approach to the problems of translation. Prerequisite or corequisite: one Grade III unit of French literature and 222, or their equivalents.

Mr. François

309 (1) Studies in Language IIb**1**

Translation into French from novels, essays, and poetry. Study of French style through analysis of selected texts.

Prerequisite: same as for 308.

Ms. Gillain

312 (1) Medieval French Literature II**1**

See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level.

Open by permission of the instructor.

Miss McCulloch

319 (2) Women and Literary Expression**1**

Topic for 1977-78: Twentieth century women novelists in France: Colette, Beauvoir, Duras, Wittig, and others, with emphasis on the woman's role in contemporary French society and her search for a new language. Prerequisite: one Grade III unit of French literature.

Ms. de Courtivron

321 (1) Seminar**1**

Topic for 1977-78: The new French revolution in literary criticism. Discussion of critics such as Roland Barthes and the anthropologist Claude Lévi-Strauss, with emphasis on the principles of structuralism and psychocriticism. All concepts will be applied to short selected texts in prose and poetry. Prerequisite: same as for 319.

Mr. Grimaud

350 (1) (2) Research or Individual Study 1 or 2

Prerequisite: same as for 319.

370 (1-2) Thesis**2 to 4**

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Students who begin with 100 in college and who plan to major in French should consult the chairman of the department during the second semester of their freshman year. A student may not count toward the major both 102 and 104, or both 206 and 226. Course 104 may not be elected by students who have taken both 100 and 102.

Majors are required to take two of the following courses: 222, 308, 309. In some cases 226 may also be required.

Courses in other foreign language and literature departments, in art, history (especially 242 and 243), philosophy, English, Extra-departmental 237, 330 and 331, and Religion and Biblical Studies 104 and 105 are recommended for majors.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

Geology

Associate Professor:
Andrews (Chairman)

Assistant Professor:
Besancon, Lundeen

102 (1) (2) Introduction to Geology 1

An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps.
Open to all students.

Mr. Andrews, Mr. Besancon, Mrs. Lundeen

200 (2) Historical Geology 1

The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips.
Prerequisite: 102 or permission of the instructor.

Mr. Andrews

202 (1) Mineralogy 1

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Laboratory.
Prerequisite: 102 and another unit of physical science, preferably chemistry, or permission of the instructor.

Mr. Besancon

205 (2)* Invertebrate Paleontology**1**

The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, and animal size and shape relationships. Laboratory.

Prerequisite: 102 and 200, or one unit in biology, or permission of the instructor.

Not offered in 1977-78.

Mr. Andrews

Offered in 1978-79.

206 (1)* Structural Geology**1**

The recognition, description, and causes of deformation of the earth's crust. Topics include the tectonic history of mountain ranges, scale models of geologic structures, mechanics of folding and faulting, and plate tectonics. Laboratory and field trips.

Prerequisite: 102 and 200, or permission of the instructor.

Not offered in 1977-78.

Mrs. Lundeen

Offered in 1978-79.

208 (1)* Marine Geology**1**

Geology of the ocean floor with emphasis on ocean basin tectonics and submarine processes. Topics include ocean currents and sediments, development of continental margins, submarine canyons, structural framework and evolution of the ocean floors, coral reefs, and deep sea life. No laboratory.

Prerequisite: 102 or permission of the instructor.

Mrs. Lundeen, Mr. Andrews

Not offered in 1978-79.

304 (2)* Stratigraphy and Sedimentation**1**

Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips.

Prerequisite: 102 and 200, or permission of the instructor.

Mrs. Lundeen

Not offered in 1978-79.

307 (1)* Optical and X-Ray Mineralogy**1**

Theory of optical crystallography, with applications to the analysis of minerals in thin section. Study of the interaction of x-rays with crystals, including diffraction and elements of crystal structure determination. Laboratory.

Prerequisite: 202 or Physics 202, or permission of the instructor.

Mr. Besancon

Not offered in 1978-79.

309 (2) Petrology**1**

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory.

Prerequisite: 202.

Mr. Besancon

310 (1)* Geometrics**1**

Statistical analysis of geologic data utilizing univariate, bivariate, and multivariate techniques. Development and application of FORTRAN computer programs for the solution of geologic problems. Laboratory includes field mapping and scientific photography.

Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Not offered in 1977-78.

Mr. Andrews

Offered in 1978-79.

349 (2) Seminar**1**

Topic for 1977-78: Geochemistry. The application of chemical methods to geologic problems, including aqueous and solid-state geochemistry.

Prerequisite: 202 and one unit of chemistry, or permission of the instructor.

Mr. Besancon

**350 (1) (2) Research or Individual Study
1 or 2**

Open by permission to juniors and seniors.

370 (1-2) Thesis**2 to 4**

Open only to honors candidates.

Directions for Election

In addition to eight units in geology, normally to include 205, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology attend one of the Rocky Mountain geology field courses given by other colleges. Credit may be given for such courses provided the student's plans are approved in advance by the department.

German

Professor:
Goth•² (Chairman, Sem. I)

Assistant Professor:
Ward (Chairman, Sem. II), Prather, Hansen

Lecturer:
Ingersoll•

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit 102 and proceed with 202.

Qualified students may be recommended to spend the junior year in Germany. See p. 41.

100 (1-2) Elementary German 2

Study of grammar and vocabulary; frequent written exercises; reading of short stories; special emphasis on oral expression. Three periods.

Open to students who do not present German for admission.

The Staff

102 (1-2) Intermediate German 2

Intensive language study; emphasis on idiomatic usage and on syntax. Introduction to the critical study of literary texts, mainly 19th and 20th centuries. Three periods.

Prerequisite: 100 or two admission units in German.

The Staff

104 (1-2) Studies in Language and Literature

2

Training in analysis of fiction and drama. Grammar review. Vocabulary building. Written and oral practice. Three periods.

Prerequisite: two admission units in German and placement test or, by permission of the department, 100. Permission will be based on a high grade in 100.

Not offered in 1977-78.

Offered in 1978-79.

202 (1) (2) Introduction to German Literature

1 or 2

Close study of representative works of the 18th, 19th, and 20th centuries. First semester: Drama—Schiller, Hebbel, Brecht, Dürrenmatt. Second semester: Prose—Kant, Lessing, Kleist, Keller, Kafka. Frequent exercises in expository writing and stylistics. One unit of credit may be given for the first semester. Prerequisite: three or more admission units in German, or 102, or 104, or, by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.

Ms. Goth, Ms. Ward

204 (1) Goethe

1

Lyric, drama, and prose with emphasis on *Werther* and *Faust I*.

Prerequisite: 202 (1) and (2), or [201] and 202 (2).

Ms. Goth

205 (1) Studies in Romanticism

1

Romantic thought, discovery of the unconscious: Friedrich Schlegel, Brentano, Novalis, E. T. A. Hoffman, Eichendorff, and others. Prerequisite: same as for 204.

Mrs. Prather

206 (2)* Nineteenth Century Literature

1

Late Romanticism and Realism with special emphasis on the development of the *Novelle* as a genre. Mörike, Stifter, Keller, C. F. Meyer, Droste-Hülshoff, Storm, and Fontane. Prerequisite: same as for 204.

Ms. Ward

220 (2) Contemporary Literary Trends in the Two Germanys

1

Discussion of literature in the Federal Republic of Germany and the Democratic Republic of Germany. An analysis of contrasts, taking works from each genre by representative writers (Grass, Böll, Christa Wolf, Biermann, and others), and considering them within a political/historical context. Attention will also be given to recent trends in literary criticism. Prerequisite: one Grade II unit.

Not offered in 1977-78.

304 (2) Goethe II

1

Goethe, the poet and the thinker, with emphasis on *Faust*, and his writings after 1788.

Prerequisite: 204.

Not offered in 1977-78.

Ms. Goth

305 (2) Reading in Eighteenth Century Literature

1

Emphasis on writers of the Enlightenment and the Storm and Stress movement: Gottsched, Lessing, Herder, Bürger, Goethe, Schiller. Prerequisite: one Grade II unit.

Mrs. Prather

308 (1)* Twentieth Century Prose Fiction

1

A study of modern narrative techniques: Rilke, Musil, Broch, Grass, Böll, Bachman, and Handke.

Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1977-78.

Ms. Goth

310 (1)* Studies in Poetry

1

Study of techniques and historical background. The development of German poetry from the Baroque to the modern times. With emphasis on poets such as Gryphius, Goethe, the Romantics, Rilke, Hofmannsthal, Benn, and some contemporaries.

Prerequisite: two Grade II units.

Not offered in 1977-78.

312 (2) German Literature in the Twentieth Century: Expressionism and Its Consequences

1

Not offered in 1977-78.

349 (1) Seminar. Realism in Modern German Drama

1

A study of the problem of realism in both form and content of modern German drama. Theory and practice from Naturalism to the present, with special emphasis on post-Brechtian drama: "Socialist realism," documentary drama of the 1960's and contemporary developments in East and West Germany: Horváth, Dürrenmatt, Frisch, Hochhuth, Weiss, Hacks, and others. Prerequisite: three Grade II units or permission of the instructor.

Ms. Ward

350 (1) (2) Research or Individual Study **1 or 2**

Open by permission to juniors and seniors.

370 (1) (2) Thesis **2 to 4**

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit 102 and take 202.

Students intending to major in the department are requested to take 202, or [201] and 202 (2), 204, 304, and at least two further Grade III units.

Courses 205, 312, and one seminar are strongly recommended for the major.

Courses in art, history, philosophy, English, literature courses in other foreign language departments, and Extradepartmental 330 and 331 are recommended.

Greek and Latin

Professor:

Lefkowitz (Chairman), Geffcken•

Assistant Professor:

Brown, Marvin, Fant, Raschke

Visiting Assistant Professor:

Stigers

Greek

102 (1) Beginning Greek

1

Fundamentals of the Greek language. Reading from classical authors and from the New Testament. Four periods.

Open to students who do not present Greek for admission.

Mrs. Lefkowitz

103 (2) Intermediate Greek

1

Reading from classical authors and from the New Testament. Intensive review of grammar and syntax.

Prerequisite: 102.

Ms. Brown

104 (1) Classical Mythology

1

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.

Open to all students.

Mrs. Lefkowitz

150 (2) Colloquium

1

For title and description see History 150 (2) e.

201 (1) Plato**1**

Apology, *Crito*, and selections from the *Phaedo*. The character of Socrates and his position in development of Greek thought. Three periods.

Prerequisite: 102 and 103, or two admission units in Greek or exemption examination.

Ms. Brown

203 (2) The Psychology of Greek Drama**1**

Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, in English translation. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models. The role of contemporary psychoanalytic theory in evaluating the social function and structure of drama. Open to all students.

Mrs. Lefkowitz

205 (2) Homer's *Iliad***1**

Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.

Prerequisite: 201.

Miss Marvin

207 (2) New Testament Greek**1**

For description and prerequisite see Religion 207.

230 (1)* History of Greece**1**

For description and prerequisite see History 230.

246 (2) Ancient Medicine**1**

For description and prerequisite see Extra-departmental 246.

302 (2)* Aeschylus and Sophocles**1**

Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.

Prerequisite: 205.

Not offered in 1977-78.

Offered in 1978-79.

303 (1)* Myth and History in the Archaic Age**1**

Investigation of the narrative methods of recording significant past experience; the evaluation of the relationship of the past to events of the first half of the 5th century; the restrictions on perception imposed by style and structure in both prose and poetry. Reading in Greek from Herodotus and the lyric poets.

Prerequisite: 205.

Not offered in 1977-78.

Offered in 1978-79.

304 (2)* Euripides**1**

Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.

Prerequisite: 205.

Ms. Brown

305 (1)* Thucydides**1**

Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides.

Prerequisite: 205.

Ms. Brown

328 (2) Problems in Ancient History and Historiography**1**

The Hellenistic Age. The influential but infrequently studied period from the death of Alexander the Great in 323 to Rome's establishment of hegemony in the Eastern Mediterranean toward the end of the second century B.C. Topics will include: organization and structure of the great kingdoms; their relationship to the many ethnic groups they ruled; scientific progress and technological stagnation; intellectual currents in political and historical thought; and the unusually autonomous position of women in many kingdoms.

Prerequisite: History 230 or 231.

Mr. Fant

**349 (1) (2) Seminar
1 or 2**

First semester: Homer's *Odyssey*. Study of selected passages in Greek; reading of the rest in translation. The art of the oral poet; the use of Homer as a source for reconstructing the social world and moral values of early Greece. Second semester: Greek lyric poetry. The development of poetic forms and vocabulary to express individual emotion or communal response. The revaluation of epic tradition in terms of contemporary experience. Reading from Sappho, Simonides, Pindar, and Bacchylides.
Prerequisite: 205.

Miss Marvin, Mrs. Lefkowitz

**350 (1) (2) Research or Individual Study
1 or 2**

Open to seniors by permission.

**370 (1-2) Thesis
2 to 4**

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Latin

**100 (1) Beginning Latin
1**

Fundamentals of the Latin language. Readings from classical and medieval texts. Three periods.
Open to students who do not present Latin for admission, or by permission of the instructor.

Mr. Fant, Ms. Raschke

**101 (2) Intermediate Latin
1**

Development of reading skills through intensive study of classical authors. Three periods.
Prerequisite: 100.

Ms. Raschke

**102 (2) Intensive Review
1**

Survey of grammar and syntax; reading from classical Latin authors.
Prerequisite: two admission units in Latin or permission of the instructor.

Mr. Fant

**104 (1) Classical Mythology
1**

For description and prerequisite see Greek 104.

**105 (1) The Structure of the Ancient City: Pompeii
1**

For description and prerequisite see Extra-departmental 105.

**150 (2) Colloquium
1**

For title and description see History 150 (2) e.

**200 (1) Introduction to Vergil's *Aeneid*
1**

Study of the poem with selections from Books I-VI in Latin. Three periods.
Prerequisite: 101, 102, or three admission units in Latin not including Vergil, or exemption examination.

Ms. Stigers

**202 (2) Catullus and Cicero
1**

Love, politics, morality, and humor in the last years of the Republic. Study of the evolution of Latin poetic style and of the technique of destructive oratory.
Prerequisite: four admission units in Latin or three including Vergil or [103], 200.

Ms. Stigers

**203 (1) Horace
1**

The development of Horace's poetic style and social commentary. Reading from *Satires* and *Odes*.
Prerequisite: same as for 202.

Ms. Stigers

**206 (2)* Latin Prose Style
1**

A study of the development of Latin style with reading and analysis of selected texts; practice in writing Latin prose.
Prerequisite: 202 or 203.

Ms. Raschke

207 (2) Medieval Latin**1**

The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry.

Prerequisite: [103], 200 or the equivalent, or permission of the instructor.

Not offered in 1977-78.

Ms. Raschke

Offered in 1978-79.

231 (1)* History of Rome**1**

For description and prerequisite see History 231.

246 (2) Ancient Medicine**1**

For description and prerequisite see Extra-departmental 246.

249 (1) Selected Topics**1**

Topic for 1977-78: Latin comedy. Study of selected plays by Plautus and Terence in the light of ancient and modern theories of the Comic. Topic for 1978-1979: Latin love elegy. Prerequisite: 202 or 203 or an AP Latin score of 5.

Ms. Stigers

300 (1)* The Decline of the Heroic and the Epicurean Response**1**

Anti-heroic treatment of myth in Catullus 64; Lucretius' re-creation in poetic form of the Epicurean view of the human experience. Prerequisite: 249.

Not offered in 1977-78.

301 (1)* Vergil's *Eclogues* and *Georgics* and Ovid's *Ars Amatoria***1**

Vergil's re-creation of the Greek pastoral and his use of didactic and descriptive poetry as a means of examining man's relationship to nature and as political and social commentary. Ovid's parody of Vergilian didactic. Prerequisite: same as for 300.

Not offered in 1977-78.

Miss Geffcken

302 (2) Vergil's *Aeneid***1**

The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.

Prerequisite: same as for 300.

Ms. Stigers

308 (1)* The Struggle for Power in the Late Republic**1**

The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.

Prerequisite: same as for 300.

Mr. Fant

309 (2)* Historical Tradition, Morality, and Immorality**1**

Livy's treatment of the war with Hannibal; the growth of the Senate's preeminence; the religious crisis.

Prerequisite: same as for 300.

Mr. Fant

316 (1)* The Effects of Power and Authority in the Empire**1**

The literature of disillusion both historical and satirical with emphasis on Tacitus and Juvenal.

Prerequisite: same as for 300.

Not offered in 1977-78.

Ms. Raschke

Offered in 1978-79.

317 (2) Imperial Rome: The Novel**1**

The development of the ancient novel with emphasis on satirical techniques in Petronius and on religious and mythological themes in Apuleius.

Prerequisite: same as for 300.

Not offered in 1977-78.

Ms. Raschke

Offered in 1978-79.

328 (2) Problems in Ancient History and Historiography**1**

For description and prerequisite see Greek 328. Topic for 1978-79 will be a problem in Roman history.

Mr. Fant

349 (1) Seminar**1**

Satire. The origin and development of satire; its social function and characteristic diction; its influence on historical writing and didactic literature.

Prerequisite: same as for 300.

Not offered in 1977-78.

Ms. Raschke

**350 (1) (2) Research or Individual Study
1 or 2**

Open to seniors by permission.

**370 (1-2) Thesis
2 to 4**

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except 150, 230, 231, and 328. The following may not be counted toward the major in Greek or Latin: Greek 203, 230; Greek/Latin 104, 150, 328; Greek 203, 230; Latin 231.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 300 or 301, 302, and at least two units of the following: 308, 309, 316, 317. Students planning to teach are advised to elect 206.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 202, but under special circumstances permission may be given to elect 249.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in classical and Near Eastern archaeology are referred to p. 158 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations. Honors candidates who are classical civilization majors should elect Plan B.

History

Professor:

Gulick•, Robinson³, Preyer•, Cox,
Cohen (Chairman), Auerbach

Associate Professor:

Martin, Farrar³

Assistant Professor:

Chaplin³, Edwards•, Tumarkin-Fosburg,
Jones, Knudsen, Mann, Jacobs, Sanford³

Visiting Professor:

Steel³

Visiting Associate Professor:

McCully

100 (1) (2) Medieval and Early Modern European History

1

A study of the major ideas and institutions that have shaped western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive western societies and upon the processes of social change in the history of western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources.

Open to all students.

Mr. Cox, Mr. McCully

101 (1) (2) Modern European History

1

An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism.

Open to all students.

Mrs. Tumarkin-Fosburg, Mr. Knudsen,
Mr. Farrar

102 (2)* Approaches to the History of American Society

1

Not offered in 1977-78.

103 (1) The World and the West

1

An introduction to comparative history, focusing on common themes in relations between Western and nonwestern civilizations from the earliest times to the present. Such topics as exploration and territorial expansion, the missionary impulse in religion, trade and the diffusion of technology, and the organization of the family and the role of women are discussed. Case studies are taken from the West, the Far East, the Middle East, Africa, and Latin America.

Open to all students.

Ms. Mann

150 (1) (2) Colloquia

1

For directions for applying see p. 46.

Open by permission to a limited number of freshman and sophomore applicants.

(1)

a. 1919. Year of the "New Negro"

"New Negro" was a term used by Black people all over the world to describe the attitudes of militancy and race pride that characterized the years after World War I. This colloquium will examine race riots, militant race organizations, radical Black publications and the like for the year 1919. Material will be drawn from the United States, the West Indies, England, South Africa, and possibly other places where Black people lived to show the universality of the "New Negro" phenomenon and the interconnectedness of its manifestations.

Mr. Martin

b. 1776 and all that

An analysis of the group of American revolutionaries who rose to power and led the movement for independence from Great Britain. Materials will be drawn from primary sources of the period: letters, documents, pamphlets, and newspapers.

Mrs. Jacobs

c. Historical fact and fiction

Major episodes in the modern European experience (including imperialism, war, revolution and totalitarianism) studied through the media of historical and imaginary literature, with an analysis of these two perceptions of the human condition. Among the novels included are: Forster's *Passage to India*, Cary's *Mr. Johnson*, Remarque's *All Quiet on the Western Front*, Orwell's *Animal Farm*, Koestler's *Darkness at Noon*, and Solzhenitsyn's *One Day in the Life of Ivan Denisovich*.

Mr. Farrar

(2)

a. 1919. Year of the "New Negro"

Same as 150 (1) a.

b. 1776 and all that

Same as 150 (1) b.

d. Adolescent values in history and literature

For description see English 150 (2) d.

Mrs. Spacks

e. Women in antiquity

The role of women in Greek and Roman societies; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal, and religious documents; consideration of archaeological evidence. Comparison of relevant materials from other periods and cultures.

Ms. Raschke

155 (2) Women in American History

1

A survey of women in American history, from the colonial period to the present, focusing on the family, marriage and divorce, women's role in the labor force, images of women in the popular media, women's rights, and feminism.

Open to all students, except those who have taken [255].

Ms. Jones

203 (2) The Ancient Near East: An Introduction

1

For description and prerequisite, see Religion and Biblical Studies 203.

206 (1-2) Afro-American History

1 or 2

For description and prerequisite see Black Studies 206.

216 (1) History of the West Indies

1

For description and prerequisite see Black Studies 216.

230 (1)* History of Greece

1

The failure of democracy in Greece; a study of the historical evidence for the development of democracy in Athens; the effects of the acquisition of an empire and the results of the confrontation with Sparta.

Open to all students.

Mr. Fant

231 (1)* History of Rome

1

Rome of the Caesars; political, economic, social life of the empire; attitudes toward autocratic government. Particular attention will be given to the period 27 B.C.-138 A.D.

Open to all students.

Not offered in 1977-78.

Offered in 1978-79.

232 (2) Medieval Civilization, 1000 to 1300

1

European society during the High Middle Ages. Kingship and a comparison of medieval states, warfare and the birth of chivalry, peasants and townsmen in an era of economic and technological change, students and churchmen in a period of intellectual ferment. An exploration of political and social ideas as expressed in contemporary sources, including art and literature.

Open to freshmen and sophomores who have had a course in medieval history, art, or literature, and to juniors and seniors without prerequisite.

Mr. Cox

233 (2) The Renaissance and Reformation, 1300 to 1650

1

The birth of modern Western civilization—Dante and Donatello, Machiavelli and Michelangelo, Luther and Calvin, Charles V and Henry VIII, Copernicus and Galileo, humanists and popes, reformers and writers, men and women: what they tried, where they succeeded, how they failed.

Open to freshmen and sophomores who have taken 100 or related work in art, literature, or philosophy, and to juniors and seniors without prerequisite.

Mr. McCully

235 (1) The History of Western Thought, from Augustine to Pascal**1**

The Classical and Christian background of modern intellectual traditions, focusing on ideas of God and humanity, good and evil, nature and estate, freedom and law, worship and sin, science and the arts, liberal education, beauty and love, madness and death. Prerequisite: same as for 233.

Mr. McCully

236 (2)* The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries**1**

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics to be considered include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Among the authors: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe. Open to qualified freshmen and sophomores (see Directions for Election), and to juniors and seniors without prerequisite.

Not offered in 1977-78.

Mr. Knudsen

Offered in 1978-79.

237 (2)* Modern European Culture: The Nineteenth and Twentieth Centuries**1**

A survey of European culture from the French Revolution to the post-World War II period—from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Among the authors: Wordsworth, Hegel, Marx, Mill, Kierkegaard, Sorel, Freud, Sartre.

Prerequisite: same as for 236.

Mr. Knudsen

238 (1) History of England to 1500**1**

A survey of English history from the coming of the Anglo-Saxons through the Wars of the Roses. Some attention will be given to problems of historical interpretation.

Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

239 (2) History of England, 1500 to 1700**1**

English history under the Tudors and Stuarts. The English Reformation, Elizabethan Renaissance, and 17th century revolutions will be the major themes.

Prerequisite: same as for 238.

Mrs. Robinson

240 (2) Modern England**1**

English history from the late 18th century to the mid-20th century. The transformation of a basically agrarian, hierarchical, traditional society into an industrial, democratic welfare state.

Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Not offered in 1977-78.

Mrs. Robinson

242 (1) The Age of Louis XIV in France**1**

Society and government in 17th century France. The political and cultural background under Richelieu and Mazarin; social, political, and intellectual life during the Golden Age of Absolutism under Louis XIV.

Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken one unit in history, art history, or French, and to juniors and seniors without prerequisite.

Mr. Cox

243 (2) The Enlightenment, the French Revolution, and Napoleon

1

French civilization in the 18th century; analysis of the causes, events, and results of the Revolution. The era of the Revolution and the Napoleonic Empire with emphasis upon political, social, and cultural developments, and their impact upon the rest of Europe.

Prerequisite: same as for 242.

Mr. Cox

244 (1) Modern Germany

1

Beginning with the revolution of 1848, an examination of German politics, society, and culture to the post-World War II period. Special emphasis on Bismarck and the founding of the German Empire; the Empire's crisis and collapse in World War I; the formation of the Weimar Republic; and the emergence of Nazism and the Third Reich. The task will be to explore the German response to problems shared throughout western Europe.

Prerequisite: same as for 236.

Mr. Knudsen

246 (1) Medieval and Imperial Russia

1

A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration is given to the rise of absolutism, the enslavement of the peasantry, and the impact upon Russia of successive foreign cultures—Byzantium, the Mongol Empire, and the West.

Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Tumarkin-Fosburg

247 (2) Modern Russia and the Soviet Union

1

One hundred years of reform, revolution, and reaction. Late Imperial Russia, the Revolution of 1917, and the creation of a Soviet state under Lenin and Stalin. Special emphasis is placed on the Russian Revolution and on continuity and change under Soviet rule.

Prerequisite: same as for 246.

Mrs. Tumarkin-Fosburg

248 (1) Europe in the Twentieth Century

1

An interpretative study of modern Europe, emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud, changing artistic and intellectual perceptions; the mass media. Prerequisite: same as for 246.

Mrs. Tumarkin-Fosburg

250 (1) Colonial America, 1607-1763

1

A comparative analysis of the establishment and development of social, political, and economic systems in the New World. Special emphasis will be given to responses to social change; the creation of a labor force; attitudes toward Indians, Blacks, and women; and the tradition of violence and irrationality. Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Jacobs

251 (2) The United States in the Eighteenth Century

1

The ideological background and impact of the American Revolution; post-war recovery; the formation of the new nation; the Constitution and the reformation of the new nation; responses to social change and political opposition from Washington through Madison. Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Jacobs

252 (1) The United States in the Nineteenth Century

1

An introduction to the major political, economic, and social forces which shaped 19th century American history.

Prerequisite: same as for 246.

Ms. Jones

253 (2) The United States in the Twentieth Century

1

Selected 20th century issues and problems, with emphasis on the responses of Americans and their institutions to social change. Prerequisite: same as for 246.

Mr. Auerbach

254 (1) United States Urban History**1**

Origins and development of the American urban system from the colonial period to the present, with emphasis upon changing city functions, urban physical and spatial structure and growth, group accommodation to city living, historical trends in urban politics, and problem solving.

Open to sophomores by permission of the instructor, and to juniors and seniors without prerequisite.

Not offered in 1977-78.

256 (2) Hiroshima to Helsinki: The Cold War and the National Interest**1**

An analysis of American foreign policy from the end of World War II, examining containment, spheres of influence, intervention, counter-revolution, and detente through the framework of "national interest" and "national security," with emphasis on the conflict between the quest for security and the temptations of hegemony.

Prerequisite: same as for 246.

Mr. Steel

260 (1)* The Hispanic World**1**

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula, and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.

Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Not offered in 1977-78.

Mr. Lovett

261 (2)* History of Spain**1**

The period of Spain's hegemony and modern developments culminating in the Civil War of 1936-39.

Prerequisite: same as for 260.

Mrs. Gascón-Vera

265 (2) History of the Middle East**1**

The social and cultural institutions of the Islamic world before 1800; the impact of the West; the rise and development of nationalist movements in the 19th and 20th centuries. Some attention will be given to Islamic influence in India, Africa, and Southeast Asia.

Open to all students.

Not offered in 1977-78.

267 (1) The History of Pre-Colonial Africa**1**

Offered as an introduction to the study of the African past, this course discusses enduring themes in the history of the continent south of the Sahara. Readings and lectures provide information and a framework of analysis necessary for understanding African political, social, and economic life in different geographical settings and a variety of historical contexts. Among the topics studied are decentralized societies in East and West Africa, African kingdoms of the savanna and forest, African modes of production and distribution, inequality in African societies, African belief systems, and the penetration of Islam into Africa.

Open to all students.

Ms. Mann

268 (2) Africa in the Modern World**1**

Since Africa first came into close and regular contact with the West during the era of the trans-Atlantic slave trade, wide ranging changes have occurred in the political, economic, and social organization of civilizations on the continent. This course examines the sources and character of several fundamental transformations: African responses to the slave trade, imperialism, colonial rule, the growth of export trade, and finally independence among different kinds of societies in different parts of the continent.

Open to all students.

Ms. Mann

271 (1) Japanese History**1**

Japanese history from earliest times to present, focusing on modern period (since 1600). Special consideration given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's astonishingly rapid modernization in the 19th and 20th centuries, and problems faced by Japan in the future. Open to all students.

Mr. Cohen

275 (1) Premodern Chinese History**1**

Chinese civilization from earliest times to the period of the modern western intrusion. Emphasis on dominant historical and cultural patterns; the evolution of Confucianism, Taoism, and Chinese Buddhism; and the development of major political institutions (emperor, bureaucracy, examination system, and others). Extensive readings in Chinese literature. Open to all students.

Mr. Sanford

276 (2) Modern Chinese History**1**

The history of China from the Opium War to the present. Analysis of political, economic, social, and intellectual changes stimulated by the intrusion of the modern West. Special attention also paid to indigenous sources of change in modern Chinese history. Open to all students.

Mr. Cohen

280 (2) Imperialism and Dependency in the Third World**1**

This course deals with the causes and effects of the expansion of Europe and the United States into Asia, Latin America, the Middle East, and Africa since the mid-19th century. Case studies in the nature of the economic and political relationships between Western Powers and Third World countries; classical arguments about the motivations behind imperialism and new explanations for the situations that exist today; the impact of foreign domination upon subject peoples. Prerequisite: same as for 246.

Ms. Mann

300 (2) Historical Thinking and Its Problems**1**

Comparative study of modern historical writing, particularly varieties of intellectual and social history; individual and collective biography, psycho-history, structural analysis, and the sociology of knowledge. Emphasis will be placed on the contemporary European tradition, on programmatic statements as well as the works of practicing historians. Open to qualified juniors and seniors by permission of the instructor.

Mr. Knudsen

301 (1) The Art of Biography**1**

Exploration of the diverse ways of presenting biographical narrative and insights in prose, film, and other media; the utilization of sources on the individual and their integration with historical materials; the historiographical problems of biography. Prerequisite: same as for 254.

Not offered in 1977-78.

Mr. Gulick

Offered in 1978-79.

302 (2) Biography Workshop**1**

Student biographical projects in prose, film, and other media, normally a continuation of projects begun in 301. Group discussion. Prerequisite: 301.

Not offered in 1977-78.

Mr. Gulick

Offered in 1978-79.

305 (1) Europe's Traditional System of International Relations, 1780 to 1914**1**

The nature of Europe's classical balance of power system and its subsequent modification through the French and industrial revolutions; the diplomacy of national unification and of imperialist expansion. Attention to Ottoman, Chinese, and African relations with Europe. Prerequisite: same as for 300.

Not offered in 1977-78.

Mr. Gulick

Offered in 1978-79.

306 (2) Global International Relations**1**

The emergence of untraditional, cataclysmic problems of weaponry, population, and environment superimposed on traditional, ongoing problems of international relations. Attention equally divided among Europe, East Asia, the United States, and the Soviet Union.

Prerequisite: same as for 300.

Mr. Farrar

309 (1) Intellectual History of Russia and the Soviet Union**1**

Social and political thought in the 19th and 20th centuries. A consideration of political and literary figures, both radical and conservative, including Dostoevsky, Lenin, and Solzhenitsyn. Emphasis is placed on the role of historical myths—such as Holy Russia and the chosen leader—in Russian and Soviet political ideology.

Prerequisite: same as for 300.

Not offered in 1977-78.

Mrs. Tumarkin-Fosburg

310 (1-2) Social History of the United States**1 or 2**

The development of American society in terms of changing family organizations, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. First semester: Colonial period to 1850. Second semester: 1850 to 1960. Either semester may be elected independently.

Open to juniors and seniors who have taken two units of history or by permission of the instructor.

Ms. Jones

312 (2) Civil Liberties in the United States**1**

The historical development of selected First Amendment freedoms with emphasis on the relationship between civil liberties and political and social movements. The historical context of contemporary issues such as political justice, civil disobedience in wartime, and student rights.

Prerequisite: same as for 254.

Not offered in 1977-78.

Mr. Auerbach

318 (1) Race and Conflict in Southern Africa**1**

An exploration of the historical relationships between the European, African, and the Asian communities in South Africa in an attempt to shed light on the current situation.

Prerequisite: one unit in African studies or permission of the instructor.

Not offered in 1977-78.

319 (2) Pan-Africanism**1**

For description and prerequisite see Black Studies 319.

Not offered in 1977-78.

320 (1) Social History of American Law: The Formative Era**1**

The modification of English law in the American colonies, the impact of legal changes during the post-revolutionary period; the development of American law in the federal system, the growth of the legal profession, the role of the judiciary, the relationship of law and legal institutions to social and economic change before the Civil War.

Open to juniors and seniors.

Not offered in 1977-78.

Mrs. Preyer

Offered in 1978-79.

321 (2) Social History of American Law: The Modern Era**1**

An examination of selected problems in American legal development since the Reconstruction era. Law will be viewed as a social institution, not as a transcendent abstraction. It will be considered as an instrument of, and deterrent to, social change, with special attention to the relation of law to liberty, the role of the legal profession, and modes of legal thought.

Open to juniors and seniors.

Mr. Auerbach

328 (2) Problems in Ancient History and Historiography**1**

For description and prerequisite see Greek 328.

330 (1) Seminar. Medieval/Early Modern Europe

1

Topic for 1977-78: The age of chivalry: studies in the history of the medieval knight from the formation of the first knightly orders in the mid-12th century to the "flowering" of chivalry in the mid-15th century, as seen in historical documents, literature, art, and music. Different kinds of knights and their differing roles in medieval society will be examined, as well as the emergence of chivalric courts and the degree to which real-life knights conformed to the ideal depictions of them in literature and art.

Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).

Mr. Cox

331 (1) Seminar. European History

1

Topic for 1977-78: Humanity uprooted: Soviet Russia during the 1920's. What happens after the seizure of power, when the Revolution seeks to transform every aspect of life and culture? This seminar will explore the relationship between ideology and politics; Trotsky, Bukharin, and Stalin; the search for a socialist economy; innovation in the arts and literature; anti-religious movements; the effects of the Revolution on morality and the family; the role of propaganda and agitation in Soviet life.

Prerequisite: same as for 330.

Mrs. Tumarkin-Fosburg

332 (2) Seminar. English History

1

Topic for 1977-78: The "woman question" in Victorian England. A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political. The major source will be the periodical literature from the 1850's onward, with special attention to the many articles written, often anonymously, by women.

Prerequisite: same as for 330.

Mrs. Robinson

333 (2) Seminar. European Intellectual History

1

Topic for 1977-78: The cultural environment of the scientific revolution. Nonscientific causes and influences of the Scientific Revolution, from the Renaissance to the Enlightenment; interactions between science and the arts, education, religion, politics, technology, commerce, and social institutions. Prerequisite: at least one course in philosophy and one in history.

Mr. McCully

334 (2) Seminar. American History

1

Topic for 1977-78: The American century—Walter Lippmann and the crisis of liberalism, 1910-1970. The rise, triumph, and decline of the American imperium as viewed through the books and articles of its most articulate and influential journalistic observer. Chronicling the rise of monopoly capitalism, mass democracy, isolationism, and global interventionism, Lippmann during his long career exemplified the virtues and failings of American liberalism.

Prerequisite: same as for 330.

Mr. Steel

335 (1) Seminar. American Studies

1

Topic for 1977-78: America as the promised land. An examination of selected texts drawn from various disciplines and historical eras which attempts to define the promise of the American experience and analyze the fulfillment or failure of that promise.

Open by permission of the instructor.

Mr. Auerbach

336 (2) Seminar. American History

1

Topic for 1977-78: The unfinished revolution—problems of independence 1783-1787. An examination of the attempt to actualize the millennial promises of the American Revolution. Issues to be considered will be amnesia for the loyalists; religious and educational reform; the economics of recovery; the slavery controversy; attitudes towards Indians; and the role of women in the new republic. Unpublished manuscript sources from Massachusetts and Pennsylvania archives will be used extensively.

Open to qualified juniors and seniors.

Mrs. Jacobs

337 (1) Seminar. American History**1**

Topic for 1977-78: American women in the Great Depression. An examination of the family, patterns of women's work, images of women in the media, and women labor leaders and artists in the 1930's. Students will integrate individual research projects to produce an hour-long multi-media (slides, music, narration) presentation on women in the Great Depression. A grant administered by the Faculty Development Program on Women's Roles (Center for Research on Women) will cover expenses related to slide duplication and the recording of music and oral history interviews.

Prerequisite: same as for 330.

Ms. Jones

338 (2) Seminar. American History**1**

Topic for 1977-78: The silent generation. The impact of the Cold War and McCarthyism on the values and lifestyles of young (and not so young) Americans.

Prerequisite: same as for 330.

Mr. Auerbach

339 (1) Seminar. American Jewish History**1**

Ethnicity, assimilation, and identity: American Jews as a case study. The development of American Jewish life and institutions since the era of mass immigration. Historical and literary evidence will guide explorations into the relationship between minority and majority cultures and the implications for group identity. Theories of assimilation and pluralism will be considered within their social contexts.

Open by permission of the instructor.

Mr. Auerbach

340 (2) Seminar. Afro-American History**1**

For description and prerequisite see Black Studies 340.

342 (2) Seminar. African History**1**

Topic for 1977-78: Inequality, status, and class in tropical Africa. An examination of the nature of social, political, and economic differentiation in pre- and post-colonial Africa. Evaluation of well established sociological and anthropological theories and of their effectiveness when applied to the study of Africa. Topics for discussion include the determinants of power and prestige in different African societies, the reasons why certain individuals and groups have a greater share of them than others do, and conclusions about the processes responsible for creating social structures.

Prerequisite: same as for 330.

Ms. Mann

345 (1) Seminar. Chinese History I**1**

Topic for 1977-78: Reform in 19th century China. The western intrusion in 19th century China created vast new problems and aggravated old ones, but reforms were undertaken in response that were much more than just a reaction to the West. There was a native Chinese reformist tradition of long standing which, in its origins, its style, and much of its content, owed little or nothing to western influence. This seminar will explore the phenomenon of reform in 19th century China from a variety of perspectives, and will examine the assumptions underlying certain major organizing concepts used by western students of late Ch'ing history (e.g., impact and response, modernization, imperialism), with a view to illuminating the distortions which such assumptions can create.

Prerequisite: same as for 330.

Mr. Cohen

346 (2) Seminar. Chinese History II**1**

Topic for 1977-78: Village and city in 20th century China. An examination of urban and rural attitudes, behavior and social structure in 20th century China, with emphasis upon the processes of modernization and revolution. The course will focus on a number of topics, including conflict and cohesion in the traditional village, the peasant's relationship to revolutionary change, the city's role as a modernizing agent, the changing nature of urban-rural relations, and the position of village and urbanite on revolutionary China.

Prerequisite: same as for 330.

Mr. Sanford

347 (2) Seminar. Comparative History**1**

Prerequisite: same as for 330.

Not offered in 1977-78.

350 (1) (2) Research or Individual Study
1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis**2 to 4**

Open only to honors candidates.

Directions for Election

A wide variety of programs may provide insight into the nature and scope of history as a discipline. Accordingly, the student majoring in history is given great latitude in designing a program of study. The student may elect courses freely, but should focus eventually upon a special field of interest, such as: (1) a particular geographic area, nation, or culture; (2) a limited time period; (3) a special aspect of history, e.g., social, diplomatic, intellectual; (4) a significant historical problem or theme, e.g., revolution, urbanization, racism. In designing a program, students are encouraged to consider courses given at MIT and in other departments at Wellesley. The concept of the major should be discussed with the major advisor, and students should consult with their advisors about changes they may wish to make in the course of the junior and senior years.

The colloquia are available to freshmen and sophomores without prerequisite. Since colloquia enrollments are limited, special application must be made. Incoming freshmen may obtain application forms from the class dean, sophomores from the Registrar's Office, Green Hall. If a colloquium is oversubscribed, the instructor will decide which applicants are to be accepted. Students are advised to apply for more than one, indicating first, second, and third choices if they wish.

Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors. Since enrollments are limited, a student wishing to apply for admission to one or more seminars must fill out an application blank, available in the department office, Founders Hall 120. Notification of which applicants are to be accepted will be made no later than the announced date for course changes without fee in each semester.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (230, 231), Asian (271, 275, 276), African (267, 268), and Middle Eastern (265) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (modern, and ancient, or medieval) may elect as a beginning course 232, 233, 235, 236, 238, 239, 240, 242, 243. Courses at the Grade I level, however, are strongly recommended for students planning to major in history.

Italian

Professor:
Avitabile

Assistant Professor:
Ellerman (Chairman)

Instructor:
Mattii³

All courses are conducted in Italian. In all courses except seminars some work may be required in the laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 41.

100 (1-2) Elementary Italian

2

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

202 (1) Intermediate Italian

1

Emphasis on grammar review, vocabulary enrichment, and development of written and oral expression. Readings, selected for their variety of content and style, will include articles from newspapers and periodicals, short stories, and a contemporary novel.

Prerequisite: 100 or the equivalent.

The Staff

205 (2) Contemporary Italy

1

Continued development of language skills through the study of a variety of texts concerning basic aspects of contemporary Italian history, culture, and society such as: fascism and the resistance, the feminist movements, the current political scene, and the crisis in education. Emphasis on class discussion; frequent oral reports, short papers.

Prerequisite: 202.

Mrs. Mattii

207 (2) Significant Moments of the Italian Literature of the Middle Ages and the Renaissance

1

An introduction to the Golden Age of Italian literature. Study and analysis of selected texts by authors such as Saint Francis of Assisi, Dante, Petrarch, Boccaccio, Machiavelli, and Guicciardini.

Prerequisite: 202.

Mrs. Mattii

208 (1) Italian Romanticism

1

An introductory study of the poetry and prose of Foscolo, Leopardi, and Manzoni.

Prerequisite: 205 or 207 or permission of the instructor.

Ms. Avitabile

245 (2) Films and the Novel in Italy

1

For description and prerequisite see Extra-departmental 245.

301 (1-2) Dante

2

A study of Dante's *Divina Commedia* and minor works.

Prerequisite: same as for 208.

Ms. Avitabile

302 (1)* The Theatre in Italy

1

The development of the theatre from its origins to the present time. An introduction to the classical theatre, the *Commedia dell'Arte*, the Pastoral drama; special emphasis on the modern theatre and experimental theatre of today. Study of plays by authors such as Machiavelli, Tasso, Goldoni, Pirandello, Betti, and Fo.

Prerequisite: same as for 208.

Not offered in 1977-78.

303 (1)* The Short Story in Italy Through the Ages

1

A study of short stories by authors such as Boccaccio, Sacchetti, Bandello, Gozzi, Verga, Calvino, and Moravia. Particular attention will be given to the content as a reflection of changing social mores.

Prerequisite: same as for 208.

Mrs. Ellerman

308 (2) The Contemporary Novel

1

The study of Italian fiction since 1930 as seen in the works by authors such as Vittorini, Pavese, Pratolini, Volponi, and novelists of the 1970's. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era.

Prerequisite: same as for 208.

Mrs. Ellerman

349 (2) Seminar. Literature and Society

1

The works of one or two writers studied in relation to their historical context. The author(s) will be chosen according to the interests of the participants in the course.

Open by permission of the chairman.

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have completed two units in literature in the department.

370 (1-2) Thesis

2 to 4

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Course 245 may count toward the major as specified in the course description.

Students majoring in Italian are required to take 207 and are advised to take 301 and 308. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Students interested in an individual major in Italian Culture are referred to the section in the Catalogue where the program is described. They should consult with the director of the Italian Culture program.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

Mathematics

Professor:

Schafer

Associate Professor:

Wilcox•, Stehney (Acting Chairman), Shuchat

Assistant Professor:

Shultz, Wason, Sontag, Wang•¹, Beers, Geiser, Ledbetter

Instructor:

Trubek

Lecturer:

Bekes

Most courses meet for two periods weekly with a third period every other week.

100 (1) (2) Introduction to Mathematical Thought

1

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Courses 100 and 102 are intended primarily as terminal courses; both may be elected. Open to all students.

The Staff

101 (1) (2) Discovery Course in Mathematics and Its Applications

1

For description and prerequisite see Experimental 101.

102 (1) (2) Applications of Mathematics Without Calculus

1

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Courses 100 and 102 are intended primarily as terminal courses; both may be elected.

Open to all students.

The Staff

103 (1) (2) Techniques of Mathematics: Precalculus**1**

Methods of problem-solving; an emphasis on development of analytic and algebraic skills necessary for success in studying calculus. The course is designed to maximize substantive success in mathematics; interaction and close personal attention are the rule in class; quizzes are given frequently with virtually unlimited opportunities to retake them. Three 50-minute class meetings, two optional tutorial sessions weekly. Does not count toward the Group C distribution requirement. Mandatory credit/noncredit.

Open by permission of the department.

The Staff

115 (1) (2) Calculus I**1**

Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions with applications to curve sketching, extremal problems, velocities, related rates, and areas.

Open to all students except those who have taken [108] or [110] or the equivalent.

The Staff

116 (1) (2) Calculus II**1**

Theoretical basis of differentiation and integration: limits, continuity, differentiability, Mean Value Theorem, linear approximation, integrability. Transcendental functions and their applications in greater depth than in 115. Further integration techniques and applications. Sequences and series. L'Hospital's Rule and Improper Integrals.

Prerequisite: 115 or the equivalent.

The Staff

201 (1) (2) Techniques of Intermediate Calculus**1**

A nontheoretical development of topics of particular importance to students interested in applications of mathematics. Topics include: functions of several variables, partial differentiation and multiple integration. Linear algebra, matrices, linear equations, determinants. Ordinary differential equations, homogeneous and simple nonhomogeneous equations, numerical and power series solutions. Vector valued functions. Not to be counted toward the major in mathematics. Extra-departmental 216 is recommended as a sequel, particularly for majors in the physical sciences.

Open to students who have taken [111] or 116 or by permission of the instructor.

The Staff

203 (2) Probability and Elementary Statistics**1**

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.

Prerequisite: [111] or 116 or the equivalent.

Mr. Bekes

210 (2) Differential Equations**1**

An introductory course in ordinary differential equations.

Prerequisite: [207] or 215.

215 (1) (2) Linear Algebra and Multivariable Calculus I**1**

Vectors, matrices, determinants, curves, functions of several variables, partial derivatives, gradients, first-order differential equations. Applications of differential equations and functions of several variables. Vector-valued functions of a vector variable.

Prerequisite: 116 or the equivalent.

The Staff

216 (1) (2) Linear Algebra and Multivariable Calculus II

1

Vector spaces, including subspaces, independence, bases, dimension. Linear transformations, including range, null space, inverses, representing matrices, eigen values. Line integrals and Green's Theorem. Multiple integrals.

Prerequisite: 215 or the equivalent.

The Staff

217 (1) Topics in Mathematics and Economics

1

Applications of calculus and linear algebra to economic analysis. Topics include: linear and nonlinear programming (optimization), input-output analysis and game theory.

Prerequisite: Economics 201 or 202 and Mathematics 201 or 215, or permission of the instructor.

Mr. Horner, Mr. Shuchat

249 (1) Selected Topics

1

Normally a different topic each year.

Prerequisite: same as for 201.

Not offered in 1977-78.

302 (1-2) Elements of Analysis

1 or 2

Point set theory; study of convergence, continuity, differentiation and integration in finite dimensional Cartesian spaces. Topics chosen from Lebesgue integration. Fourier series.

One unit of credit may be given for the first semester.

Prerequisite: 216 or both [207] and [208].

Ms. Stehney, Mr. Geiser

305 (1-2) Modern Algebraic Theory

1 or 2

Introduction to algebraic systems including groups, rings, integral domains, fields, abstract vector spaces. One unit of credit may be given for the first semester.

Prerequisite: same as for 302.

Ms. Schafer

307 (2)* Topology

1

An introduction to abstract point-set and algebraic topology. Topological spaces, compactness, connectedness, continuity. Topics taken from metric spaces, product spaces, separation axioms, convergence, homotopy theory, manifolds, and simplicial homology.

Prerequisite: 302 (1).

Not offered in 1977-78.

309 (1)* Foundations of Mathematics

1

An introduction to foundations of modern mathematics, including abstract point-set topology, set theory, cardinal and ordinal arithmetic, and the axiom of choice.

Prerequisite: 302 (1) and permission of the instructor.

Ms. Beers

310 (2) Functions of a Complex Variable

1

Elementary functions and their mapping properties; integration theory; series expansions of analytic functions.

Prerequisite: 302 (1).

Ms. Sontag

349 (2) Selected Topics

1

Normally a different topic each year.

Not offered in 1977-78.

350 (1) (2) Research or Individual Study

1 or 2

Open to juniors and seniors by permission.

370 (1-2) Thesis

2 to 4

Open only to honors candidates who choose to do honors research. See Directions for Election.

Placement in Courses and Exemption Examination

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 116; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 215.

Examinations for exemption from one or two courses in mathematics to satisfy partially the college requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 115 and 116. If students pass both 115 and 116 examinations, they will receive exemption from two units in mathematics; if they should pass the 115 examination only, they will receive exemption from one unit in mathematics. Exemption examinations are not offered for 100 and 102.

Directions for Election

A major in mathematics must include 215 and 216 or [206] and [208] as well as 302 (1), 305 (1) and either 302 (2) or 310. Units of AP credit will not be counted toward the minimum of eight units required of majors. Students planning to elect both units of either 302 or 305 should take both units in the same year.

Courses 100, 102, 103, and Experimental 101 may not be counted toward the major.

Students expecting to do graduate work in mathematics should elect the second semesters of 302 and 305, and 310 and 349. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Students who expect to teach at the secondary school level are advised to elect the second semester of 302 or a course in geometry, and 310.

Majors who may be practice teaching in their senior year should elect 302 (1-2) or 302 (1) and 310 not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department.

All candidates for honors will be required to complete two of the following three courses: 302 (2), 305 (2), and 310. The department offers the following options for earning honors in the major field: (1) completion of 302 (2), 305 (2), 310 and one additional Grade III course, and two written comprehensive examinations; (2) two semesters of thesis work (370); or (3) participation in a two-semester seminar and a written examination on the seminar topics. An oral examination is required in all honors programs.

Music

Professor:
Herrmann, Jander

Associate Professor:
Barry (Chairman)

Assistant Professor:
Kelly, A. Shapiro³, Proctor

Lecturer:
Cooke³, Fisk³, Carroll³, Tolkoff³

Instructor in Performing Music:
Taylor (organ), Pappoutsakis (harp), Preble (flute), O'Donnell (voice), Plaster (bassoon and Assistant in Chamber Music), Hartzell (viola da gamba and Assistant in the Collegium Musicum), Linfield (recorder, krumphorn, and Assistant in the Collegium Musicum), Cirillo (violin and Director of Chamber Music), Arnold (guitar), Fisk (piano), Zaretsky (viola), Moerschel (cello), Cleverdon (harpsichord), Sadovnikoff (fortepiano, piano), Pearson (oboe), Krueger (flute and baroque flute), Reid (trumpet), L. Shapiro (piano)

100 (1) (2) Style in Music

1

A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Moussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.

Open to sophomores, juniors, and seniors who have not taken more than one unit in music, and to freshmen with permission of the chairman.

Mr. Jander, Mrs. Shapiro

102 (1) Introductory Theory

1

The fundamentals of musicianship. Development of reading and listening skills. Three periods: one lecture and two section meetings.

Open to all students.

Miss Barry, Mr. Fisk

106 (2) Afro-American Music

1

A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music.

Open to all students except those who have taken [107].

Mr. Carroll

200 (1-2) Design in Music

2

A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. Three periods.

Prerequisite: 202 or [101].

Mr. Kelly

202 (2) Harmony I

1

A continuation of 102. Figured bass: harmonic writing, analysis, and keyboard realization. The study of classical tonal relationships. Further development of reading and listening skills. Three periods: one lecture and two section meetings.

Prerequisite: 102 or [101 (1)].

Miss Barry

204 (1) Counterpoint I

1

Modal writing for voices, in two and three parts.

Open to students who have taken, or exempted, 102 or [101 (1)].

Mrs. Proctor

208 (1)* The Baroque Era

1

Studies in the music of the 17th and early 18th centuries with emphasis on the works of Bach and Handel. Not to be counted toward the major in music. Offered in alternation with 209.

Prerequisite: 100, 102, [101 (1)], or [103].

Mr. Herrmann

209 (1)* The Classical Era

1

The development of the principal instrumental forms of the period: concerto, sonata, string quartet, and symphony, with emphasis on works of Haydn, Mozart, and Beethoven. Not to be counted toward the major in music. Offered in alternation with 208.

Prerequisite: same as for 208.

Not offered in 1977-78.

210 (2)* The Romantic Era**1**

Main currents in 19th century music: the influence of Beethoven; short lyric forms; the music drama. Not to be counted toward the major in music. Offered in alternation with 214.

Prerequisite: same as for 208.

Not offered in 1977-78.

211 (2)* The Major Instrumental Forms**1**

Topic for 1977-78: The symphony. The symphony in the 18th and 19th centuries, with special emphasis on the works of Haydn, Mozart, Beethoven, and Brahms. Not to be counted toward the major in music.

Prerequisite: same as for 208.

Mr. Herrmann

214 (2)* The Twentieth Century**1**

An introduction to contemporary music. Not to be counted toward the major in music. Offered in alternation with 210.

Prerequisite: same as for 208.

Mrs. Proctor

240 (1) Proseminar in Performance**1**

Studies in performance and interpretation. Exploration of available repertory, editorial problems, and questions of performance practice in several historical periods through the performance and analysis of a few representative works. The study of a common repertory, shared by the entire class, will be supplemented by individual projects relating directly to the student's own performance interests and needs. Limited enrollment. Open by consultation and informal audition with the instructor.

Prerequisite: 202 or [101].

Mrs. Shapiro

302 (1) Harmony II**1**

The harmonization of melodies. Improvisation and elaboration of typical harmonic phrases. A continuation of figured bass studies with emphasis on keyboard realization. Further study in the structure of classical and extended tonality. Three periods.

Prerequisite: 202, or [101], or [203].

Mr. Cooke

303 (2) The Middle Ages and the Renaissance**1**

Topic for 1977-78: Form and style in Gregorian chant; related Medieval monophony; the relation of the chant to Medieval and Renaissance polyphonic composition.

Prerequisite: 200.

Mr. Kelly

304 (2) Counterpoint II**1**

Analysis of Baroque models, and writing of inventions, chorale preludes, and simple fugues in two and three parts.

Prerequisite: 204 and 302.

Not offered in 1977-78.

306 (2) Tonal Analysis**1**

A continuation of 302. A study of the tonal forms of the 18th and 19th centuries. Analysis emphasizing musical form as a process in time and tonality. Three periods.

Prerequisite: 302.

Mrs. Proctor, Mr. Fisk

307 (2)* The Opera**1**

A study of operatic forms, styles, and traditions from the time of Mozart to the present.

Prerequisite: 200 or, with permission of the instructor, two Grade II units in the literature of music.

Mr. Herrmann

313 (1) Twentieth Century Analysis and Composition**1**

A study of compositional devices of 20th century music through the analysis of selected short examples from the literature. Techniques will be reinforced by the composition of solo and small ensemble pieces, vocal and instrumental.

Prerequisite: 204 or [203] and 306 or [312], or by permission of the instructor.

Mrs. Proctor

314 (2) Tonal Composition**1**

A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models.

Prerequisite: same as for 313.

Not offered in 1977-78.

319 (2)* Seminar. The Nineteenth Century**1**

Normally a different topic each year. Open to students who have taken 200 and who have taken or are taking 306.

Not offered in 1977-78.

320 (1) Seminar. The Twentieth Century**1**

Topic for 1977-78: A study of the major compositions written or first performed during the years 1907-1911, one of the most vital periods of the 20th century, and of contemporary critical attitudes toward the music. Included will be works by Strauss, Schoenberg, Debussy, and Stravinsky.

Prerequisite: same as for 303.

Mrs. Proctor

321 (1) Seminar. The Age of Bach and Handel**1**

Topic for 1977-78: J. S. Bach. Representative works of the Mülhausen, Weimar, Cöthen, and Leipzig periods—with some emphasis on works of grandiose conception, such as the late organ fugues, *The Goldberg Variations*, and the *B Minor Mass*.

Prerequisite: In 1977-78 only, open to students who have taken 200 and who have taken or are taking 302 or [312]; after 1977-78: 200 and 306.

Mr. Jander

322 (2) Seminar. The Classical Era**1**

Topic for 1977-78: Beethoven. Representative works of the early, middle, and late periods—with some emphasis on the keyboard works 1804-1814, and the final string quartets.

Prerequisite: same as for 321.

Mr. Jander

344 (1) (2) Performing Music**1 or 2**

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week.

Open to qualified juniors and seniors who have taken 200 and who meet the qualifications described in the Directions for Election.

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Directed study in theory, orchestration, composition, or the history of music.

Open to qualified juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

The normal music major sequence is 102, 202, 200, 302, 306, 204, and one of the following: 304, 313, or 314. At least two units of additional study of Grade III literature are strongly recommended.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the music department's various performing organizations.

Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in any Grade II or Grade III theory course.

Performing Music

Private Instruction

The music department makes arrangements for private instruction in voice, piano, forte-piano, organ, harpsichord, harp, violin (baroque and modern), viola, cello, viola da gamba, flute (baroque and modern), oboe (baroque and modern), clarinet, bassoon, trumpet, French horn, recorder, cornetto, lute, and guitar (classical and modern).

Students who contract for performing music instruction are charged at the rate of \$252 for a half-hour private lesson per week throughout the year. An additional fee of \$25 per year is charged to all performing music students for the use of a practice studio for one period daily. The fee for the use of a practice studio for harpsichord and organ is \$35. Performing music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the chairman of the Department of Music.

All students at Wellesley who take lessons in performing music are required to take or exempt 102 or [101 (1)].

Arrangements for lessons in performing music are made at the department office during the first week of the semester.

Academic Credit

Music 344 is a special program whereby students receive academic credit for work done in performing music at Wellesley College. One to four units may be counted toward the degree provided at least two units of Grade III work in the literature of music are completed. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit may be elected in advance of election of Grade III work in the literature. Only one unit of 344 may be elected per term.

Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place early in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

Performing Organizations

The following six organizations are a vital extension of the academic program of the Wellesley music department:

The Wellesley College Choir

The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

The Wellesley Madrigal Singers

The Madrigal Singers are a chamber chorus of about 25 mixed voices. The organization elects its own student director.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments: harpsichords, recorders, krummhorns, violas da gamba, baroque violins, baroque and renaissance flutes, baroque oboe, cornetto, sackbut, and lute.

Separate consort instruction is available in viola da gamba and recorder for both beginning and advanced players. Members of such groups are encouraged to take private instructions as well.

The Wellesley College Chamber Orchestra

The Wellesley College Chamber Orchestra is a student directed organization consisting of approximately 30 members. The concerts to be presented will include works from several periods for small orchestra with possibilities for solo performance.

The MIT Orchestra

Through the Wellesley-MIT cross-registration program students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Philosophy

Professor:
Stadler (Chairman)

Associate Professor:
Putnam, Congleton•

Assistant Professor:
Menkiti•, L. Janik

Instructor:
Flanagan

Visiting Professor:
Stavrides

Visiting Assistant Professor:
A. Janik

101 (1) (2) Plato's Dialogues As an Introduction to Philosophy

1

An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern.

Open to all students.

Mrs. Stavrides, Mr. Janik

106 (1) (2) Introduction to Moral Philosophy

1

An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues.

Open to all students.

Mr. Flanagan, Mr. Janik

150 (1) Colloquium

1

For directions for applying see p. 46.

Open by permission to a limited number of freshman and sophomore applicants.

(1)

Fact, fiction, and philosophy

Scientists, story tellers, and philosophers view the world from different perspectives. They seem to see different worlds and use different modes of expression to communicate what they see. In this colloquium students will explore these different approaches. Appreciation of the value of these diverse points of view and modes of expression will be encouraged.

Mandatory credit/noncredit.

Mrs. Putnam

200 (1) (2) Modern Sources of Contemporary Philosophy

1

A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms, and arguments used by philosophers from the 17th century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.

Open to all students except freshmen in the first semester.

Mr. Flanagan

202 (2)* *** Introduction to African Philosophy

1

For description and prerequisite see Black Studies 202. Course alternates with Black Studies 211.

Not offered in 1977-78.

Mr. Menkiti

203 (1) Philosophy of Art**1**

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.

Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

Offered Semester II, 1978-79.

Not offered in 1979-80.

204 (2) Philosophy of Language**1**

An investigation of man as the unique user of language. The relationship of language capacity to rationality and morality will also be considered. Readings for the first half of the course will include Whorf, Skinner, Chomsky, Piaget, and Vygotsky; for the second half, Wittgenstein.

Prerequisite: same as for 203.

Mrs. Janik

206 (1) Selected Problems in Moral Philosophy**1**

Focuses on a clarification of the nature of justice and of moral responsibility as discussed by major modern and contemporary philosophers. Application to current problems.

Prerequisite: same as for 203.

Mrs. Putnam

211 (2)* Philosophy of Religion**1**

An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.

Prerequisite: same as for 203.

Not offered in 1977-78.

215 (1)* Knowledge and the Mind**1**

An investigation of selected problems in the fields of theory of knowledge and philosophy of mind. Topics for discussion will include: behaviorism and its critics; our knowledge of our own minds and of others'; human and nonhuman intelligence; intention and volition; skepticism, verification and belief; the scope and limits of human knowledge.

Open to sophomores, juniors, and seniors.

Mrs. Janik

216 (1) Logic**1**

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.

Open to sophomores, juniors, and seniors.

Not recommended for freshmen.

Mrs. Putnam

217 (2) Philosophy of Science**1**

A course for both science and nonscience majors to increase understanding and appreciation of scientific knowledge and the methods of scientists. An examination of concepts which philosophers of science have found to be particularly interesting, e.g., explanation, law, theory construction, experiment and observation, truth. Examples from the history of science and contemporary science, drawn from both the "hard" and the "soft" sciences.

Prerequisite: same as for 203.

Mr. Janik

218 (1) History of Science I**1**

For description and prerequisite see Extra-departmental 218.

Not offered in 1977-78.

219 (2) History of Science II**1**

For description and prerequisite see Extra-departmental 219.

220 (1) History of Modern Philosophy from the Renaissance to Kant

1

An examination of the origins and development of modern philosophy, from the Renaissance rediscovery of classical thought, through the Scientific Revolution, to the French Enlightenment. The course will concentrate on close study of major thinkers including Montaigne, Bacon, Pascal, Locke, Leibniz, and Diderot. Some attention will also be given to the interaction between philosophy and other intellectual developments in the period.

Prerequisite: 200 or other previous study of Descartes and Hume accepted as equivalent by the instructor.

Mrs. Janik

221 (2) History of Modern Philosophy in the Nineteenth Century

1

A study of the Post-Enlightenment philosophy, concentrating on the German tradition. Initial reading of Rousseau and Kant, as heirs of the Enlightenment, will be followed by study of selected texts from Hegel, Schopenhauer, and Nietzsche. Some attention will also be given to John Stuart Mill and Darwin, and to their place in the Victorian climate of thought. Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Janik

222 (2)* American Philosophy

1

This course will be chiefly devoted to Pragmatism, as both the most influential and most distinctively American contribution to philosophy; special emphasis on the works of C. S. Peirce and John Dewey. Other topics will be the philosophical response of Americans to such social crises as: the revolution, the issue of slavery, and the status of Black Americans. Offered in alternation with 338.

Prerequisite: 200.

Mrs. Putnam

249 (2) Medical Ethics

1

A philosophical examination of some central problems at the interface between medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psycho-surgery, gender-surgery, genetic screening, amniocentesis, euthanasia.

Prerequisite: same as for 203.

Mr. Flanagan

311 (2) Aristotle

1

Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will also be given to Aristotle's influence on subsequent science and philosophy. Prerequisite: 101 or other study of Plato accepted as equivalent by the instructor.

Mrs. Janik

320 (2) Seminar

1

Topic for 1977-78: Kant. Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy.

Prerequisite: 200.

Mrs. Stadler

326 (2) Philosophy of Law

1

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.

Open to qualified juniors and seniors, or by permission of the instructor.

Mrs. Putnam

327 (2) Seminar. Ideas of Progress**1**

The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. Offered jointly with MIT 21.751.

Open to juniors and seniors by permission of the instructor.

Mrs. Stadler, Mr. Kibel (MIT)

328 (1) Problems in Twentieth Century Art and Philosophy**1**

Twelve major painters of the last 100 years, from Manet to Olitski, will be studied. Equal emphasis will be given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work especially as these issues relate to the history of Modernist thought. Readings will include writings of the artists themselves, as well as relevant critical and philosophical texts. Offered jointly with MIT 21.753. Open by permission of the instructor.

Mrs. Stadler, Mr. Ablow (MIT)

333 (1) Existential Philosophy and Phenomenology**1**

Central themes in contemporary European philosophy with special emphasis on the contributions of Søren Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre. Prerequisite: 200.

Mrs. Stavrides

334 (1) Wittgenstein**1**

Intensive study of the philosophy of Wittgenstein, concentrating on the *Tractatus Logico Philosophicus* and the *Philosophical Investigations*. Some attention to Wittgenstein's intellectual background and to his place in current philosophical discussion.

Open to qualified juniors and seniors, or by permission of the instructor.

Mr. Janik

338 (2)* Equality**1**

A systematic philosophical examination of an ambiguous social ideal. Critique of traditional attempts to distinguish legal, political, and economic equality. Clarification of new questions raised by current controversies regarding racial and sexual equality as well as by the notion of equality of opportunity. The seminar is intended to elucidate the concept(s) of equality; to subject arguments for and against it to critical scrutiny, and to reveal how equality relates to other moral and social ideals. Offered in alternation with 222. Prerequisite: at least one course in moral or social philosophy or in political theory, or consent of the instructor.

Not offered in 1977-78.

Mrs. Putnam

350 (1) (2) Research or Individual Study**1 or 2**

Open to juniors and seniors by permission.

370 (1-2) Thesis**2 to 4**

Open only to honors candidates. For alternate honors programs see Directions for Election.

Directions for Election

Philosophy majors are expected to elect courses in at least two of the following fields: (1) logic or the philosophy of science; (2) history of philosophy, ancient or modern; (3) value theory, i.e., moral or political philosophy, or the philosophy of art. Students planning graduate work in philosophy are strongly advised to elect courses in all three fields, and, in particular, in logic.

In addition, students majoring in philosophy should develop a special competence either in the work of one major philosopher or in one problem of contemporary concern. Such competence may be demonstrated by passing a course on the Grade III level with an honors grade, by 350 work, or by submitting a substantial paper. Special arrangements can be made for students with strong interdepartmental interests.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

Physical Education

Associate Professor:
Vaughan (Chairman)

Assistant Professor:
Cochran, Burling, Batchelder

Instructor:
Earle, Robinson, Jannarone, Allen³, LaPeer³,
Durr³, Paul³

121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points within the first two years. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each season, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education Curriculum Handbook which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1977-78 in very general terms follows.

235 (2) Contemporary Approaches to Dance Composition: Practice and Theory 1

For description and prerequisite see Extra-departmental 235.

(1)

Scheduled throughout the first semester

Advanced Life Saving and Aquatic Safety
Dance
First Aid
Horseback Riding
Self Defense
Swimming

Season 1. Scheduled in first half of first semester

Archery
Canoeing
Crew
Dance
Field Hockey: The Game
Golf
Hiking and Outdoor Study
Individual Exercise Activities
Mask, Fin and Snorkel
Sailing
Swimming
Tennis
Volleyball
Yoga

Season 2. Scheduled in second half of first semester

Badminton
Dance
Fencing
First Aid
Gymnastics
Individual Exercise Activities
Scuba Diving
Seminar. Sport in Society
Squash
Swimming
Trampoline
Volleyball
Yoga

(2)

Scheduled throughout the second semester

Advanced Life Saving and Aquatic Safety
Dance
Self Defense
Swimming
Yoga

Season 3. Scheduled in first half of second semester

Badminton
Cross-Country Skiing
Dance
Downhill Skiing
Fencing
Gymnastics
Human Performance: Physio-Perspectives
Individual Exercise Activities
Lacrosse: Skills and Conditioning
Mask, Fin and Snorkel
Squash
Swimming
Trampoline
Volleyball

Season 4. Scheduled in second half of second semester

Archery
Canoeing
Crew
Dance
First Aid
Golf
Hiking and Outdoor Study
Horseback Riding
Individual Exercise Activities
Sailing
Scuba Diving
Seminar. Sport in Society
Swimming
Tennis

Intercollegiate Program

There are opportunities for those who enjoy competition to participate on one of the inter-collegiate teams presently sponsored by the department and the Sports Association.

These teams include:

Basketball
Crew
Fencing
Field Hockey
Lacrosse
Sailing
Squash
Swimming and Diving
Tennis
Volleyball

Directions for Election

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department, a student may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with the permission of the department.

Physics

Professor:
Guernsey (Chairman), Fleming•

Associate Professor:
Brown

Assistant Professor:
Ducas, Brecher

Laboratory Instructor:
Benson³, Roberts³

Unless otherwise noted all courses meet for two periods of lecture and discussion weekly and all Grade I and Grade II courses have one three-hour laboratory appointment weekly.

101 (2) Physics in Perspective

1

Qualitative discussion of the evolution of physics from classical to modern concepts with emphasis on 20th century physics. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school. Open to all students.

Mrs. Brecher

102 (2)* Physics of Perception and Aesthetics

1

Qualitative discussion of some of the physical problems arising in psychology, art, and music. Each student will write a final paper applying physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school. Open to all students.

Not offered in 1977-78.

Offered in 1978-79.

103 (2) Contemporary Problems in Physics**1**

Consideration of selected aspects of physics and physical concepts in their relationship to contemporary societal problems. Topic for 1977-78: Physics of whales and porpoises. Various aspects of these unusual mammals will be explored and viewed in the light of the physical principles they embody. Areas covered include: diving, acoustics, and movement through fluids. Each student will write a final paper on a particular topic. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school. Open to all students.

Mr. Ducas

104 (1) Basic Concepts in Physics**1**

Mechanics including: statics, dynamics, and conservation laws. Introduction to electricity and magnetism. Three and one-half hour laboratory appointments in alternate weeks. Not open to students who have taken [100]. Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission.

Mr. Ducas

105 (1) General Physics I**1**

Elementary mechanics; introduction to wave phenomena. Open to students who offer physics for admission and who are not eligible for 110.

Mrs. Brecher

106 (2) General Physics II**1**

Electricity and magnetism; wave phenomena and optics. Biological examples. Two periods weekly with a third period every other week. Prerequisite: [100] or 104 or 105 and Mathematics 115 or [108] or [110], or by permission to juniors and seniors who offer physics for admission.

Ms. Brown

110 (1) Advanced General Physics**1**

Mechanics, wave motion, optics. Two periods weekly with a third period every other week. Open to students who offer physics for admission and have completed Mathematics 115; or by permission of the instructor to students who offer no physics and who have completed Mathematics 116 or [111].

Mrs. Guernsey

200 (2) Modern Physics**1**

Basic principles of relativity and quantum theory, and of atomic and nuclear structure. Prerequisite: 106 or 110 and Mathematics 115 or [111].

Mr. Ducas

201 (2) Electricity and Magnetism**1**

Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments. Prerequisite: 106 or 110, and Mathematics 116 or [111].

Mrs. Guernsey

202 (1) Optical Physics**1**

Wave theory as applied to optical phenomena. Interference, diffraction, coherence, polarization, dispersion, resolution. Introduction to modern optics including lasers and holography.

Prerequisite: same as for 201.

Ms. Brown

206 (2)* Electronics**1**

Fundamental principles of electron tubes and transistors; application to power supplies, amplifiers, oscillators, modulators. Introduction to integrated circuits.

Prerequisite: 201.

Not offered in 1977-78.

216 (2) Mathematics for the Physical Sciences**1**

For description and prerequisite see Extra-departmental 216.

249 (1)* Selected Topics**1**

Topic for 1977-78: Medical physics. Biological applications of physics. The areas of mechanics, electricity and magnetism, and thermodynamics will be investigated.

Prerequisite: 106 or 110 and Mathematics 115, or permission of the instructor.

Mr. Ducas

305 (2)* Thermodynamics**1**

The laws of thermodynamics; kinetic theory of gases; statistical mechanics.

Prerequisite: 106 or 110, and one Grade II course; 216 or Mathematics 201 or 215 or [208].

Not offered in 1977-78.

Ms. Brown

Offered in 1978-79.

306 (1) Mechanics**1**

A vector analytical presentation of Newtonian mechanics. Two periods weekly with a third period every other week.

Prerequisite: 201 or 202; 216; or permission of the instructor.

Ms. Brown

314 (2) Electromagnetic Theory**1**

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 201 and 306 and 216 or Mathematics 215 or [208].

321 (1) Quantum Mechanics**1**

Interpretative postulates of quantum mechanics; solutions to the Schroedinger equation; operator theory; perturbation theory; scattering; matrices.

Prerequisite: 216 or Mathematics 210. In addition, one unit of Grade II physics, or permission of the instructor. 306 is recommended.

Mrs. Brecher

349 (1) Selected Topics**1**

Topics from Mathematical Physics; in 1976-77 these included General Relativity, nonrelativistic Quantum Field Theory, as well as other topics from Quantum Theory.

Prerequisite: 321 or permission of the instructor.

Not offered in 1977-78.

Offered in 1978-79.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Credit will be given for only one of the following courses: [100], 104, 105, 110.

A major in physics should ordinarily include 201, 202, 306, 314, and 321. Extradepartmental 216 or Mathematics 216 or [208] is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

Political Science

Professor:

Evans, Miller, Schechter•

Associate Professor:

Stettner (Chairman), Just

Assistant Professor:

Sullivan, Grindle, Paarlberg, Sheppard

Instructor:

McGeary

101 (1) (2) Introduction to Politics

1

Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems of leadership, economic development, social and racial inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Rousseau, Madison, Mill, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science.

Open to all students.

The Staff

Comparative Politics

204 (1) Political Economy of Development and Underdevelopment

1

An analysis of the national and international context of political and economic problems in Third World countries, with special consideration of major explanations of development and underdevelopment. Topics discussed include colonialism, industrialization, rural development, and economic dependency; constraints of political and economic structures on national decision making; and the potential for change. The course will include case studies of specific political systems. Prerequisite: one unit in Political Science, Economics, or European history; open to juniors and seniors without prerequisite.

Ms. Grindle

205 (2) Politics of Western Europe

1

A comparative study of democratic politics in Western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored.

Prerequisite: one unit in Political Science or European history; open to juniors and seniors without prerequisite.

Mrs. Just

207 (2) Politics of Latin America

1

An analysis of political and economic problems of Latin America, including alternative explanations of development and underdevelopment in the region. The course will focus on major national problems such as urbanization, rural development and agrarian reform, economic dependency, industrialization and redistribution and explore the political consequences of public policies formulated to deal with these issues. Special consideration given to the political systems of Mexico, Brazil, Peru, Argentina, and Chile.

Prerequisite: one unit in Political Science; by permission to other qualified students.

Ms. Grindle

209 (2) Politics of Sub-Saharan Africa**1**

An examination of the problems of decolonization, national integration, and mobilization in selected African states, including Ghana, Nigeria, Ivory Coast, Tanzania, and Zaire. Prerequisite: one unit in Political Science; by permission to other qualified students.

Not offered in 1977-78.

300 (2) Politics of East Asia**1**

National and international politics of China and Japan. The People's Republic of China will be considered as an experiment in a radical political ideology and a response to the problems of economic development. Study of Japan will emphasize contemporary voting behavior and bureaucratic politics.

Prerequisite: two units in Political Science or East Asian Studies.

Mr. Sullivan

301 (1) Politics of the Soviet Union and Eastern Europe**1**

Study of politics and government in the Soviet Union and eastern Europe; the interrelationship of ideology and power, leadership, political institutions, and policy formation.

Prerequisite: two units in Political Science or Russian language and/or history.

Mr. Sullivan

304 (2) Studies in Political Leadership**1**

The interaction of psychology and politics will be emphasized in conceptual approaches and case studies. Special attention will be given to U.S. presidents as political leaders and women as political leaders. Individual research and student reports.

Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.

Miss Miller

305 (1) Seminar**1**

Normally a different topic each year.

Not offered in 1977-78.

306 (1) Seminar**1**

Topic for 1977-78: Peasant societies and political development. Examination of peasants and their role in the politics of developing societies. Study of the social, economic, and cultural dimensions of peasant life and political structures in peasant societies. Focus on the recruitment of peasants into revolutionary and reactionary political movements in China, Spain, and Japan, and peasant participation in modernization, with case studies of collectivization in the Soviet Union and China.

Open to juniors and seniors by permission of the instructor.

Mr. Sullivan

American Politics**200 (1) (2) American Politics****1**

The dynamics of the American political process: constitutional developments, erosion of congressional power and the rise of the presidency, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on political values and their influence on both institutions and policies. Analysis of contemporary problems, including political corruption, racial conflict, individual liberties, urbanization, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. Not open to students who have taken [211]. Prerequisite: one unit in Political Science, Economics, or American Studies, or by permission of the instructor.

Ms. Grindle, Mr. McGeary, Mr. Sheppard

210 (1) Voters, Parties and Elections**1**

Analysis of political behavior in America. The role of interest groups and public opinion in policy issues. Study of voting decisions, political campaigns, party organization, and the meaning of elections. Special topics include the use of media and technology in campaigns, political alienation, and structural reform.

Prerequisite: two units in Political Science or American history or Sociology, or by permission of the instructor.

Mrs. Just

212 (1) Urban Politics**1**

Introduction to contemporary urban problems. Analysis of the various perspectives on the nature of urban and suburban problems and policies. Evaluation of the formation, implementation, and impact of selected urban policies concerning housing, education, race, criminal justice, welfare, finances, transportation. Examination of trends in national urban policy, intergovernmental relations, and patterns of political involvement and conflict. Opportunities for group and individual field work in the metropolitan Boston area.

Prerequisite: one Grade II unit in American politics, two units in American history or Sociology, or by permission of the instructor.

Mr. McGeary

310 (2) Political Decision-Making in the United States**1**

Analysis of the policy-making process based on simulation of decision-making in executive, legislative, and/or judicial units at different levels of government in the United States. Four or five nationally important questions considered with all class members playing roles as advocates, witnesses, decision-makers, or analysts; evaluation of role-playing and extent to which relevant considerations are taken into account in reaching decisions.

Prerequisite: one Grade II unit in American politics or permission of the instructor.

Not offered in 1977-78.

Mr. Schechter

313 (1) American Presidential Politics**1**

Analysis of the central role of the President in American politics, and the development and operation of the institutions of the modern presidency, including the White House staff, the Office of Management and Budget, the Council of Economic Advisors, and the National Security Council. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. Case studies will be drawn from recent administrations.

Prerequisite: 200, or the equivalent, or by permission of the instructor.

Mr. Paarlberg

315 (2) Bureaucratic Politics**1**

Analysis of the American federal bureaucracy with emphasis on the role executive agencies play in the formulation and implementation of public policies. Examination of the sources and strategies of bureaucratic influence. Study of the relationships between federal agencies and the Congress, interest groups, and the presidency.

Prerequisite: 200 or permission of the instructor.

Mr. McGeary

317 (1) Seminar**1**

Topic for 1977-78: Mass media, public opinion, and the political agenda. Analysis of development and treatment of contemporary political issues in the mass media and the written press. Relevant topics in political behavior will also be explored. How do people learn about politics? How consistent or mutable are popular opinions? How does public opinion influence or constrain democratic leadership? Why are some groups more successful than others in gaining access to the political agenda? Comparison will be made of the development of issues such as the Viet Nam War, school desegregation, national health insurance, and ERA. Each participant will be expected to follow the treatment of a contemporary issue in specific media sources.

Open to juniors and seniors by permission of the instructor.

Mrs. Just

318 (2) Field Research Seminar in Public Policy**1**

A seminar combining student internships in governmental agencies or public interest groups with investigation of a particular area of public policy. Emphasis on such topics as health or welfare policy. Class sessions will explore substance of the policies, and procedures and structures of the different agencies in which interns have been placed.

Open to juniors and seniors by permission of the instructor.

Mr. McGeary

International Relations

221 (1) (2) World Politics

1

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.

Prerequisite: one unit in Political Science or permission of the instructor.

Miss Miller

222 (1) Comparative Foreign Policies

1

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings.

Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

321 (1) The United States in World Politics

1

An examination of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects and current research strategies.

Prerequisite: one unit in international relations or permission of the instructor.

Miss Miller

323 (2) The Politics of Economic Interdependence

1

A review of political strategies for coping with global economic interdependence. Emphasis on the promise and performance of national, regional, international, and transnational organizations, including multi-national corporations, in response to demands for a new international economic order. Global issues discussed will include food, oil, terms of trade, population, income inequality, and resource depletion.

Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

324 (2) International Security in the Nuclear Age

1

The theory and practice of international security since 1945. Emphasis on the risk and avoidance of nuclear war, the spread of nuclear and conventional military capabilities, arms transfers, arms competition, and arms control. Case studies focusing on such topics as the Cold War, the Arab-Israeli conflict, Viet Nam, Southern Africa.

Prerequisite: same as for 321.

Not offered in 1977-78.

Offered in 1978-79.

325 (2) Seminar

1

Topic for 1977-78: The superpowers—friends and enemies? An exploration of the dual nature of the Soviet-American relationship. The performance of the two countries as limited adversaries and partial collaborators will be studied, as revealed in their responses to a variety of global issues, including strategic arms, political development of nonindustrial areas, alliance management, human rights, access to raw materials, the role of China and the Arab-Israeli conflict. Individual reports and a foreign policy game.

Open to juniors and seniors by permission of the instructor.

Miss Miller

Legal Studies

330 (1) (2) Law and the Administration of Justice

1

Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, consumer rights and duties, criminal liability, interaction of law and politics, limits of a legal system, some comparison with Civil Law System. Legal research and moot court practice. Recommended for further work in legal studies.

Prerequisite: two Grade II units in Political Science or related disciplines; and by permission of the instructor to sophomores.

Miss Evans

331 (2) International Law**1**

The law applicable to the relations of States, international organizations, and individuals in the international community, considering law-making processes, settlement of public and private disputes, national claims to marine areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. Legal research and moot court practice.

Open to students who have taken 330 or two units in international relations, or by permission of the instructor.

Miss Evans

332 (1) The Supreme Court in American Politics**1**

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue.

Prerequisite: two Grade II units in Political Science, including one in American politics; or 330; or permission of the instructor.

Mr. Sheppard

333 (2) Seminar**1**

Normally a different topic each year.

Not offered in 1977-78.

334 (2) The Criminal Justice System**1**

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice.

Prerequisite: 330 or permission of the instructor.

Miss Evans

Political Theory and Methods**240 (1)* Classical and Medieval Political Theory****1**

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. Offered in alternation with 340.

Prerequisite: one unit in Political Science, Philosophy, or European history.

Mr. Stettner

241 (2) Modern and Contemporary Political Theory**1**

Study of political theory from the 17th century to the present. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.

Prerequisite: one unit in Political Science, Philosophy, or European history.

Mr. Stettner

249 (2) Political Science Laboratory**1**

The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation; tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required.

Prerequisite: one Grade II unit in Political Science or permission of the instructor.

Mrs. Just

340 (1)* American Political Thought**1**

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. Offered in alternation with 240.

Prerequisite: Grade II work in political theory, American politics, or American history, or by permission of the instructor.

Not offered in 1977-78.

Mr. Stettner

341 (2) Issues and Concepts in Political Theory**1**

Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources.

Prerequisite: two Grade II units in Political Science, Philosophy, or intellectual history, or by permission of the instructor.

Not offered in 1977-78.

Mr. Stettner

349 (1) Seminar**1**

Topic for 1977-78: An examination of selected topics in Marxist political thought. Emphasis on Marx's theories of alienation and ideology, and on Lenin's additions to, and alterations of, Marxist thought. Some attention to contemporary Soviet and Chinese ideological formulations.

Open to juniors and seniors by permission of the instructor.

Mr. Stettner

350 (1) (2) Research or Individual Study 1 or 2

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor, and plan the project, readings, conferences, and method of examination with the faculty sponsor.

Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Wellesley-MIT Experimental Course Exchange

One MIT course has been selected for the experiment, and deliberate efforts will be made to enroll approximately an equal number of MIT and Wellesley students in the course.

The course will meet once a week, on a rotating basis between the two campuses. Students will receive academic credit from the institution sponsoring the course. However, the MIT course will not count as an exchange unit for purposes of determining whether Wellesley students can take additional units at MIT.

17.50 (2) Political Crises in South Asia: India, Pakistan, Bangladesh, Sri Lanka and Nepal

An examination of the major political transformation in South Asia, including the creation of an authoritarian regime by Prime Minister Gandhi and its overthrow in a democratizing election, the civil war in Pakistan and the emergence of Bangladesh, the youth insurgency in Sri Lanka, and the restoration of the powers of the monarchy in Nepal. Political developments are examined in the context of major demographic and socioeconomic changes in the region such as the expansion of education, and changing caste, regional, and religious attachments.

Mr. Weiner (MIT)

Directions for Election

A major in political science may be broad in scope, or it may have a special focus, e.g., metropolitan regional problems, environmental politics, area studies, international politics, legal problems of minorities, political ethics. Political Science 101, which provides an introduction to the discipline of political science, is strongly recommended for students planning to major. The department offers courses, seminars, and research or independent study in five fields: American politics, comparative politics, international relations, legal studies, political theory and methods. Of the eight units comprising a minimum major, two units must be taken in each of three of these five fields. At least three of these six distribution units must be taken in the Department of Political Science at Wellesley. Units taken at another institution in order to fulfill the field requirement must be approved by the department.

Graduate work in political science leading to the Ph.D. usually requires a reading knowledge of two foreign languages and, for many specialties, a knowledge of statistical techniques or an introduction to the calculus.

Students participating in the Wellesley Washington Summer Internship Program or the Wellesley Urban Politics Summer Internship Program may arrange with the respective directors to earn credit for independent study.

The experimental exchange of faculty and courses between the political science departments of Wellesley and MIT will be announced.

Psychology

Professor:
Zimmerman

Associate Professor:
Dickstein, Furumoto[•], Schiavo (Chairman)

Assistant Professor:
Clinchy, Finison³, Koff, Riederer, Rierdan[•], Weingarten³, Sheingold, Thomas, Biener³, Schwartz, Littenberg³, Adamson³

Instructor:
Brewer³, Buckley³, Thayer³

Lecturer:
Stiver³

Research Assistant:
Eister

101 (1) (2) Introduction to Psychology

1

Study of selected research problems from areas such as personality development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.

Open to all students.

Miss Zimmerman, Ms. Brewer, Ms. Thayer

201 (1) (2) Statistics

1

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. A considerable part of the course will be devoted to laboratory exercises in and out of class. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion.

Prerequisite: 101.

Mr. Finison, Mr. Thomas

207 (1) (2) Child Development**1**

A survey of child behavior and psychological development, with emphasis on infancy and early childhood. Theory and research pertaining to personality, social and cognitive development are examined. Two periods of lecture and one of discussion or observation of children.

Prerequisite: 101.

Mrs. Clinchy, Ms. Sheingold

207R (1) (2) Research Methods in Developmental Psychology**1**

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 210R or 212R.

Prerequisite: 201 and 207.

Mrs. Clinchy, Mrs. Koff, Ms. Sheingold

210 (1) (2) Social Psychology**1**

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Three periods of lecture, discussion, and demonstration.

Prerequisite: 101.

Mr. Schiavo, Mr. Thomas

210R (2) Research Methods in Social Psychology**1**

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R or 212R.

Prerequisite: 201 and 210.

Mr. Thomas

212 (1) (2) Personality**1**

Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and/or case studies.

Prerequisite: 101.

Mr. Dickstein, Mr. Schwartz, Ms. Littenberg

212R (1) (2) Research Methods in Personality**1**

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R, or 210R.

Prerequisite: 201 and 212.

Mr. Dickstein, Mr. Schwartz

216 (1) Psycholinguistics**1**

Consideration of psychological theories of language, including such topics as origins and evolution of language, animal communication, language acquisition, biological basis of language, and the relation between language and thought.

Prerequisite: 101.

Mrs. Koff

217 (2) Cognitive Processes**1**

Examination of basic issues and research in human information processing, including topics from attention and pattern recognition; memory and conceptual processes; judgment, reasoning, and problem-solving.

Prerequisite: 101.

Mr. Riederer

218 (2) Sensation and Perception**1**

Survey of theoretical and experimental approaches to selected topics in sensation and perception, including sensory receptor processes; auditory and visual perceptual phenomena; perceptual learning and adaptation; influence of the social and personal variables.

Prerequisite: 101.

Mr. Riederer

219 (2) Learning**1**

Basic problems and research findings at the human and animal levels. Among topics studied: schedules and parameters of reinforcement, discrimination, generalization, conditioned reinforcement, and behavior correlated with negative reinforcement.

Prerequisite: 101.

Not offered in 1977-78.

220R (1) Research Methods in Experimental Psychology**1**

An introduction to research methods employed in experimental psychology including the fields of learning, information processing, animal behavior, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory.

Prerequisite: 101 and 201 (201 may be taken concurrently); and 216 or 217 or 218 or 219 or 245.

Mr. Riederer

245 (1) Neuropsychology**1**

Study of the structure and function of the nervous system with particular emphasis on the brain. Normal and pathological relationships between brain processes and such aspects of human behavior as motivation, consciousness, memory, learning, and language will be considered. Readings will include human experimental and clinical studies and relevant animal studies.

Prerequisite: 101.

Mrs. Koff

300 (1) (2) Seminar**1**

Study of the Keller Plan method of learning and teaching, which permits a student to move through course material at her own pace. Seminar members construct materials for the Keller Plan portion of 101, act as Keller advisors to 101 students for five weeks, and later evaluate the Keller Plan work. Advantages and disadvantages of Keller Plan learning; some comparison of Keller Plan and other innovative teaching programs in colleges.

Open by permission of the instructor to students who have taken 101.

Miss Zimmerman

301 (1) (2) Seminar**1**

Topic for 1977-78: The role of sex-typing in childhood socialization. The development of sex-role behaviors, standards, and identifications will be considered, with emphasis upon the processes through which sex-typed behaviors are socialized.

Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 207.

Ms. Adamson

303 (1) (2) The Psychological Implications of Being Female**1**

Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women; female sexuality; men's liberation; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.

Open to juniors and seniors who have taken 101 and two Grade II units.

Ms. Biener

306 (1) Seminar in Personality**1**

Topic for 1977-78: States of consciousness. An examination of various conceptual and empirical issues in consciousness study. Topics considered will include sleep and dreams, hypnosis and the induction of dissociated states, biofeedback, childhood states of consciousness, the unconscious, psychotic and hallucinogenic states, drug-induced states, and cross-cultural and psychotherapeutic concerns.

Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units.

Mr. Schwartz

307 (1) Adolescence**1**

Consideration of physical, cognitive, social, and personality development during adolescence. Emphasis will be on recent research. Prerequisite: same as for 303.

Ms. Adamson

309 (2) Abnormal Psychology**1**

Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.

Open to juniors and seniors who have taken 101 and two Grade II units, including 212.

Mrs. Stiver

310 (1) Special Topics in Social Psychology**1**

Normally a different topic each year.

Not offered in 1977-78.

311 (2) Seminar. Social Psychology**1**

Psychological study of family interaction. Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Topics will include power, decision-making, coalition formation, conflict resolution, and privacy. The approach will consider both marital interaction and processes involving the family as a unit. Some consideration given to the research methods used to study family interaction.

Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 210.

Mr. Schiavo

312 (2) Seminar**1**

Topic for 1977-78: Psychology of death. An examination of the psychological meaning of death to the individual. Topics to be covered will include acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning.

Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units.

Mr. Dickstein

313 (2) Seminar**1**

Group psychology. Studies everyday interaction of individuals in groups. Introduction to practical-theoretical problems of leadership, group formation and organization, participation and intervention. Readings, demonstrations, and instruction in systematic observation of behavior, interpretation of motivation, and conceptualization of individual personalities and group dynamics.

Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 210.

Ms. Biener

317 (1) Seminar. Cognitive Development**1**

Not offered in 1977-78.

318 (2) Seminar. Brain and Behavior**1**

Selected topics in brain-behavior relationships. Emphasis will be on the neural basis of the higher-order behaviors. Topics will include language, perception, learning, memory, hemispheric specialization, and sex differences in lateralization.

Open by permission of the instructor to juniors and seniors who have taken 101 and at least two Grade II units, including either 216 or 245.

Mrs. Koff

325 (1) History of Psychology**1**

The history of selected topics and issues in psychology with an emphasis on the analysis of primary sources. The field of psychology will be analyzed as a developing science.

There will also be discussion of current issues in the historiography of psychology.

Open to juniors and seniors who have taken 101.

Mr. Buckley

327 (2) Seminar. Child Development**1**

Topic for 1977-78: Infancy. An examination of the infant's cognitive and social development from the perspectives of contemporary theory, research, and longitudinal experience with infants. Students will visit the home of a family with an infant each week and will record observations of that infant's development. This field experience will inform the class discussions of selected issues in the psychological study of the infant.

Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 207.

Ms. Sheingold

328 (1) Seminar**1**

Topic for 1977-78: The family and family therapy—focus on learning how to observe and analyze interpersonal and intrapsychic data from a family system's point of view. Each seminar member will be part of a "simulated" family that will meet on a weekly basis. Differences between family and individual treatment approaches will be discussed.

Open by permission of the instructor to juniors and seniors who have taken 101 and at least two Grade II units, including 212.

Ms. Weingarten

330 (1) Seminar**1**

Topic for 1977-78: The social psychology of Black religion. Social psychological study of religion, with focus on Black religion. Application of social psychological variables and theories. Relevant topics include attitudes; values; church and the issue of desegregation, integrating, reformist, and revolutionary roles of religion; role and reference group theory.

Open to students who have taken 101 and two Grade II units, and to others by permission of the instructor.

Mr. Thomas

335 (2) Seminar. Experimental Psychology**1**

Normally a different topic each year.

Not offered in 1977-78.

340 (1) Social Psychology and Industrial Society**1**

Examination of the psychology of work and the psychological consequences of the growth of industry. Investigation of the nature of work as it relates to such psychological variables as satisfaction and feelings of self-worth. Consideration of recent experiments in industry as they relate to these concepts. Prerequisite: 101 and two Grade II units.

Not offered in 1977-78.

345 (1) Seminar. The Psychology of Thinking**1**

An inquiry into the processes of human thinking with major emphasis on empirical studies. Topics to be covered will include inductive and deductive reasoning, problem solving, creative thinking, sex differences, and the role of personality variables in intellectual functioning.

Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units in psychology.

Mr. Dickstein

349 (2) Early Child Development**1**

Not offered in 1977-78.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Prerequisite: any one of the following: 207R, 210R, 212R, 220R.

Directions for Election

A major in psychology must include 101; one of the following: 207, 210, 212; one of the following: 216, 217, 218, 219, 245; and 201.

The department offers four research courses: 207R, 210R, 212R, 220R. A major in psychology must include at least one of these. However, no more than one of 207R, 210R, 212R may be elected. It is possible to elect 220R in addition to one of the other R courses.

The department recommends that students plan a program in which 201, the research course, and preferably all Grade II requirements are completed as early in the program as possible and no later than the end of the junior year.

Religion and Biblical Studies

Professor:

Denbeaux, Mowry, Johnson (Chairman)

Assistant Professor:

Levenson, Koder, Marini³, Elkins³

Lecturer:

Santmire

Visiting Professor:

Welch³

104 (1) (2) The Hebrew Scriptures

1

A study of the historical, prophetic, wisdom, and apocalyptic literature of the Old Testament. An introduction of the methods of literary and historical criticism with a consideration of the impact of the biblical tradition on the individual and society.

Open to all students.

Mr. Denbeaux, Mr. Levenson

105 (1) (2) The Person and Message of Jesus

1

The life and message of Jesus of Nazareth, based on recent historical critical research of the Gospel record. A consideration of the relation between historical knowledge about Jesus and the faith of the early church in him with particular attention to the synoptic Gospels.

Open to all students.

Miss Mowry

106 (1) Introduction to Western Religions

1

Sacred texts, distinctive ideas, and contemporary expressions of Judaism, Catholicism, and Protestantism. An introduction to the historical, literary, and critical study of the religions of the post-Biblical West. Readings in the central primary sources of each tradition.

Open to all students.

Ms. Elkins, Mr. Levenson, Mr. Marini

107 (1) (2) Crises of Belief in Modern Religion

1

Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.

Open to all students.

Mr. Johnson, Mr. Santmire

108 (1) (2) Introduction to Asian Religions

1

An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive the ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures.

Open to all students.

Mr. Koder

109 (1-2) Elementary Hebrew

2

A systematic introduction to the grammar of the Hebrew language, with attention to oral and written expression. Preparation for the reading of religious texts from all periods. No previous acquaintance with Hebrew assumed.

Open to all students.

Mr. Levenson

150 (1) Colloquium

1

For directions for applying see p. 46.

Open by permission to a limited number of freshman and sophomore applicants.

1

Gandhi and nonviolence

Inquiry into the origins of Gandhi's philosophy of nonviolence as a means of passive resistance and its influence on later figures. Readings in Gandhi, Tolstoy, Thoreau, Bonhoeffer, M. L. King, Jr., and Cesar Chavez.

Mr. Koder

203 (2) The Ancient Near East: An Introduction**1**

A discussion of the earliest civilizations which are basic to western thought, focusing on the cultural history of Mesopotamia, Egypt, and Canaan. Readings include *Enuma Elish*, *Gilgamesh*, the *Code of Hammurabi*, the *Keret* and *Aqhat* epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Comparisons with Hebrew Scriptures where relevant. Offered in alternation with 306.

Open to all students.

Mr. Levenson

204 (1)* Christian Beginnings in the Hellenistic World**1**

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. Prerequisite: 105.

Miss Mowry

205 (1) The Prophetic Institution in Biblical Israel**1**

A study of the institution of prophecy in its literary, historical, sociological, and theological settings. A careful reading of all the prophetic anthologies in the Hebrew Scriptures in an effort to understand the forms of prophetic speech, the emergence of classical prophecy, and the transformation of prophecy into apocalyptic. Prerequisite: 104.

Mr. Levenson

207 (2) New Testament Greek**1**

Special features of *Koine* Greek. Readings from New Testament authors. Prerequisite: Greek 102.

Miss Mowry

208 (1) Ethics**1**

An examination of selected social ethical issues, including professional morality, violence and revolution, racial and sexual oppression, social justice and personal freedom. Readings include Reinhold Niebuhr, B. F. Skinner, Ivan Illich, and Paulo Friere. Open to all students.

Mr. Marini, Ms. Elkins

209 (1-2) Intermediate Hebrew**2**

A rigorous review of Hebrew grammar with readings in biblical and rabbinic texts and modern religious literature. Practice in the development of oral competence. Prerequisite: 109 or permission of the instructor.

Mr. Levenson

210 (1) Psychology of Religion**1**

An examination of psychological studies of religion from a variety of theoretical perspectives. Readings in authors such as William James, Sigmund Freud, C. G. Jung, Erich Fromm, and Erik Erikson. Open to all students.

Mr. Johnson

211 (2) Religion and the Human Life Cycle**1**

The formative role of religion in the critical episodes of human development: birth, puberty, marriage, and death. Readings in the religious rituals of sacred traditions, together with relevant psychological, philosophical, and theological texts. Open to all students.

Mr. Johnson

213 (1)* The Jewish Liturgy**1**

A study of the classical Jewish liturgy in its historical development. The use of the Hebrew Scriptures in the liturgy, the transition from sacrifice to prayer, introduction to the laws (*halakhot*) of prayer, the Jewish liturgical calendar, comparison of Jewish and Christian liturgy. Readings are in the weekday, Sabbath, and festival prayer books, the *Haggadah*, and in the *Mishnah*, and serve as an introduction to classical Jewish theology. Offered in alternation with 214. Open to all students.

Mr. Levenson

214 (2)* Modern Jewish Theology**1**

An examination of the varying approaches to Jewish tradition among major post-Enlightenment thinkers to be chosen from the following: Mendelsohn, Zunz, Hirsch, H. Cohen, Baeck, Buber, Rozenzweig, Heschel, Soloveitchik, Herberg, Fackenheim, Borowitz. Offered in alternation with 213.

Prerequisite: 104 or 213 or permission of the instructor.

Not offered in 1977-78.

215 (1) Pilgrimage. The Search for Meaning**1**

A study of various journeys, mostly autobiographical, as portrayed in Wiesel's *Night*, Hesse's *Siddhartha*, Krosinski's *The Painted Bird*, Castenada's *Journey to Ixtlan*, Bellow's *Henderson the Rain King*, *The Autobiography of Malcolm X*, Lagerkvist's *Barabbas*, and Ellison's *The Invisible Man*.

Open to all students.

Mr. Denbeaux

216 (1) Christian Thought and Practice I**1**

Christianity from the apostolic community through the 13th century. Readings in major theologians such as Irenaeus, Athanasius, Augustine, Anselm, and Thomas Aquinas, and in expositions of the Christian life in the Benedictine rule, saints' lives, sermons, and letters. Offered in alternation with 217.

Open to all students.

Not offered in 1977-78.

Ms. Elkins

217 (2) Christian Thought and Practice II**1**

Christianity from the late middle ages through the Enlightenment. Readings in major Christian writings, such as those by Dante, Julian of Norwich, Luther, Ignatius, Calvin, Teresa, Anabaptists, Locke, and Wesley. Topics include reform and renewal, theology, missions, liturgical developments, and changing conceptions of the Christian life. Offered in alternation with 216.

Open to all students.

Ms. Elkins

Not offered in 1978-79.

218 (2) History of American Religions**1**

A study of major events, ideas, institutions, and movements in American religions from the colonial period to the present. Readings in religious thinkers including John Winthrop, Cotton Mather, Jonathan Edwards, Ralph Waldo Emerson, Mary Baker Eddy, and H. Richard Niebuhr, as well as primary sources from Aztec and Spanish colonial religions, Black religion, American Catholicism and Judaism, and the Pentecostal sects. Offered in alternation with 219.

Open to all students.

Not offered in 1977-78.

Mr. Marini

219 (1) Religion and Politics in America**1**

A study of religious ideologies, institutions, and symbols in the political culture of the United States. Case studies and theoretical readings in selected topics, including religion and the Constitution, public morality and political reform, religion and war, religious groups and the electoral process, religious radicals and utopians, civil religion and political theology. Offered in alternation with 218.

Open to all students.

Mr. Marini

Not offered in 1978-79.

221 (2) American Catholic Studies**1**

Selected issues from the development and present life of the Roman Catholic Church in America examined from historical, social, and theological perspectives.

Open to all students.

Not offered in 1977-78.

Ms. Elkins

223 (1) Contemporary Christology**1**

An exploration of selected theological interpretations of Jesus Christ in the 20th century. Readings and lectures to focus on three divergent perspectives: Karl Barth, Paul Tillich, and Pierre Teilhard de Chardin.

Open to all students.

Mr. Santmire

242 (2) Christianity in the Arts**1**

A study of the Christian tradition as expressed through the arts. Case studies of fine arts, liturgy, and music in theological and historical context. Examples from the Ancient Mediterranean church, monasticism, Byzantium, 16th century Rome, the Reformation, Latin American Catholicism, and the Shakers. Open to all students.

Ms. Elkins, Mr. Marini

251 (1) Hindu Religion and Culture**1**

An exploration of major issues in the religious history and culture of India from the Indus Valley Civilization of 3000 B.C., through the Aryan and Muslim invasions, to the modern Hindu revival in response to European domination. Topics including fertility and asceticism, Brahmanic ritual, caste system and ideal womanhood, yoga, nonviolence, devotion to Shiva and Vishnu, Sikhism, and the Hindu influence on western thinkers (e.g., Thoreau, M. L. King, Jr.). Readings including Upanishads, Bhagavad Gita, Ramayana, Tagore, Gandhi, and Sri Aurobindo. Open to all students.

Not offered in 1977-78.

Mr. Kodera

253 (1) Buddhist Thought and Practice**1**

A study of Buddhist views of the human predicament and its solution, using different doctrines and forms of practice from India, Thailand, Tibet, China, and Japan. Topics including Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, influence on western thinkers (e.g., Eliot, Hesse), and adaptation to the West. Open to all students.

Not offered in 1977-78.

Mr. Kodera

254 (1) Chinese Religions**1**

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. Open to all students.

Mr. Kodera

255 (2) Japanese Religion and Culture**1**

Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from, China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought.

Open to all students.

Mr. Kodera

260 (1) Theology on the Boundary**1**

Most theologies are enormously influenced by the institutions which they seek to defend. Ecclesiasts, priests, clergymen, seminary professors produce the bulk of such literature. There are, however, other kinds of writers who are free of the need for institutional authorization. Fyodor Dostoevsky, Søren Kierkegaard, Miguel de Unamuno, and Simone Weil demonstrated that the vision which is perceived on the frontier is different from, but not less than, that which is perceived from the fortress center. Offered in alternation with 262.

Open to all students.

Mr. Denbeaux

262 (1) Nonliterary Religious Teachers**1**

Studies of Jesus, a maker of parables, the Baal Shem Tov, a teller of tales, and Wavoka, the Paiute interpreter of the Ghost dance. An examination of oralist and activist primitives who predate the establishment of institutional religion. Offered in alternation with 260. Open to all students.

Not offered in 1977-78.

Mr. Denbeaux

305 (2) Seminar in Asian Religions**1**

Topic for 1978-79: Zen Buddhism in China and Japan. Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. Topic for 1979-80: Buddhism and Asian literature.

Prerequisite: permission of the instructor.

Not offered in 1977-78.

Mr. Kodera

306 (1)* Seminar in Biblical Hebrew Literature**1**

A concentrated investigation of a limited corpus of biblical literature from form-critical, tradition-historical, and theological perspectives. Some examples of possible topics: How Deuteronomic is the "Deuteronomic" history?; models of Israelite society; the concepts of revelation in Wisdom Literature; evidence for an Enthronement Festival at the New Year. Offered in alternation with 203. Prerequisite: 104.

Not offered in 1977-78.

Mr. Levenson

307 (2)* Seminar. The New Testament**1**

A study of the Christian movement, its life and problems, in the post-Pauline period with special emphasis on the Gospel according to John and its interpretive insights for an understanding of the person and work of Jesus and of the Christian tradition. Prerequisite: 204.

Miss Mowry

311 (2)* Theology and Its Expression in Literature**1**

The relation of theology and imagination. A study of selected theological images and the ways in which they have been reshaped by such interpreters as D. H. Lawrence, Faulkner, Kafka, and Pasolini. Offered in alternation with 314.

Open to students who have taken one unit in the department and a Grade II course in literature.

Mr. Denbeaux

312 (2) Seminar. Readings on Religion in China**1**

Key Chinese scriptures will be read in translation along with samples of related western scholarship.

Prerequisite: 254, or equivalent with permission of the instructor.

Mr. Welch

314 (2)* Theology Seminar. Mortality, Immortality, and Resurrection**1**

A critical study of three classical descriptions of the end of man: (1) the case that views death as both absolute and natural; (2) the case that views death as the enabling instrument to free the soul from the body/prison; and (3) the Christian view of a new heaven and a new earth. Offered in alternation with 311.

Prerequisite: one Grade II course in the department.

Not offered in 1977-78.

Mr. Denbeaux

316 (2)* Ethics**1**

An intensive study of an ethical issue or a set of related issues with readings in relevant source materials. Normally offered in alternation with 317.

Prerequisite: 208.

Not offered in 1977-78.

Mr. Johnson

317 (2)* Seminar. Psychology of Religion**1**

An intensive study of particular religious personalities, texts, or communities from a psychological perspective. Normally offered in alternation with 316.

Prerequisite: 210.

Mr. Johnson

318 (2) Seminar in American Religions**1**

Critical analysis of a selected topic in the history of American religions.

Prerequisite: 218 or permission of the instructor.

Not offered in 1977-78.

Mr. Marini

320 (1) Black Institutions**1**

For description and prerequisite see Black Studies 320.

350 (1) (2) Research or Individual Study**1 or 2**

Open to juniors and seniors by permission.

370 (1-2) Thesis**2 to 4**

Open only to honors candidates.

Directions for Election

The total program of the major shall be prepared in consultation with the advisor so as to provide for an appropriate balance between specialization and diversity.

Specialization shall include a sequence of courses in at least one particular field of study. Diversity is fulfilled by electing some work within the department outside the field of specialization.

Freshmen and sophomores considering a major are encouraged to elect introductory courses appropriate to their special field of interest; information is available in the department office. Students planning to pursue studies in the Twelve College Exchange Program as part of their major should consult with their department advisor. Several of the Twelve College religion departments offer courses which could supplement and enrich a Wellesley major in religion and biblical studies.

Studies in the original language are particularly valuable for students specializing in Hebrew Scriptures or New Testament; see Religion 109 and 209 (Hebrew) and Greek 102 (Beginning Greek) and Religion 207 (New Testament Greek).

Russian

Professor:
Lynch, Bones (Chairman)

Assistant Professor:
Hoffman

100 (1-2) Elementary Russian 2

Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Four periods.

The Staff

200 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

201 (1) Russian Literature in Translation I 1

Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol', Goncharov, Turgenev, and Dostoevsky. Open to all students.

Mrs. Bones

202 (2) Russian Literature in Translation II 1

Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Pasternak, Bulgakov, and Solzhenitsyn. Open to all students.

Mrs. Bones

205 (2)* Intermediate Conversational Russian**1**

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Russian. A variety of materials such as newspapers, periodicals, tapes, and films will be used in the course. Regular use of language laboratory.

Prerequisite or corequisite: 200 or permission of the instructor.

Mrs. Bones

249 (2)* Language**1**

General laws of phonology, syntax, and grammatical categories. History, theory and logic of language and their application to Russian and the problems of English-Russian translation.

Prerequisite or corequisite: 200 or permission of the instructor.

Not offered in 1977-78.

Miss Hoffman

300 (1-2) Advanced Russian**2**

The structure of modern Russian. Reading of literary and historical works. Written and oral reports on selected topics.

Prerequisite: 200.

Mrs. Lynch

311 (1)* Russian Literature from Its Beginnings to Pushkin**1**

Byzantine, western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle*, *Zadonshchina*; and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev, and Pushkin.

Prerequisite or corequisite: 300.

Miss Hoffman

317 (1)* Russian Writers Today: Emigré and Soviet**1**

Prose and poetry of Aldanov, Nabokov, G. Ivanov, Morshen, and Bulgakov, Solzhenitsyn, Voznesensky, Okudzhava.

Prerequisite or corequisite: 300.

Not offered in 1977-78.

Mrs. Lynch

320 (2)* Seminar**1**

Normally a different topic each year. Prerequisite or corequisite: 300.

Not offered in 1977-78.

Mrs. Bones

349 (2)* The Writer in a Censored Society: His Literary and Nonliterary Roles**1**

From Pushkin and Lermontov through Tolstoy, Dostoevsky, Majakovsky, Esenin, Zamiatin, and to Evtushenko, Sin'avsky, Daniel. Prerequisite or corequisite: 300.

Mrs. Lynch

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

370 (1-2) Thesis**2 to 4**

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Courses 201 and 202 are counted toward the distribution requirements in Group A but not toward the major. However, 201 and 202 are strongly recommended to students who intend to major in Russian. A major in Russian is expected to elect 249 or 205 in conjunction with 200.

Students majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 247 and 309 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

Sociology

Professor:
Eister (Chairman)

Assistant Professor:
Dimieri, Anderson-Khleif

Instructor:
Silbey, McNatt

Visiting Professor:
Mickiewicz

Visiting Associate Professor:
Markson

102 (1) (2) Introduction to Sociology 1

Analysis of basic social structures and processes. Relationship of social norms, values and beliefs to stratification, power, bureaucracy and community. Influence of social movements and ecological adaptation on social change. Brief introduction to quantitative analysis of data.
Open to all students.

The Staff

103 (2) American Society 1

Distinctive organizational and structural characteristics of society in the United States including representative local communities. Population change and institutional developments. Review and critical assessments of the work of deTocqueville, T. Veblen, C. W. Mills, D. Riesman, and others. Does not substitute for 102 as a prerequisite for advanced work in the department.
Open to all students.

Mr. Eister

201 (1) Social Research I 1

Nature of social research, problem specification, research design, techniques of data collection including field work, survey research, interviews and content analysis. Significance of values, ethics, and politics for research enterprise. One laboratory period required. Normally followed by 202.
Prerequisite: 102 or permission of the instructor.

Mr. Dimieri

202 (2) Social Research II 1

Techniques for the analysis of quantitative data; creation and access of computer data files; descriptive and inductive statistics including measures of distribution, tests for significance, and measures for association. One laboratory period required.
Prerequisite: 201.

Mr. Dimieri

206 (1) Women, Education and Work 1

For description and prerequisite see Education 206.

Mr. Fraser

207 (2) Human Societies: The Soviet System 1

Study of the Soviet Union focuses on the following processes and functions: the political culture and subcultures, patterns of socialization, communications networks, elite recruitment and mobility, and rule adjudication.
Prerequisite: 102 or Anthropology 104.

Ms. Mickiewicz

208 (1) Population and Society**1**

An approach to the analysis of social phenomena in terms of populations rather than institutions. Historical and comparative treatment of the nature, causes, and demographic consequences of the "population explosion." Particular attention will be given to demographic processes defined as social problems, such as social differences in the risk of illness and death, immigration, and fertility control. Consideration will be given to alternative policy strategies which are aimed at these "social problems." Not open to students who have taken Education 228. Prerequisite: same as for 207 or permission of the instructor.

Not offered in 1977-78.

Mr. Dimieri

209 (1) Social Inequality**1**

Critical analysis of inequality, social stratification, and social class in the United States and in other societies. Relationship between stratification and power. Attention to current issues of lifestyles, liberation movements, and class as the basis of social change. Prerequisite: same as for 207.

Mrs. Markson

210 (2) Racial and Ethnic Minorities**1**

For description and prerequisite see Anthropology 210.

211 (2) Family and Society**1**

The structure and functions of the family. Analysis of the relationship of the family to social class, society, and community in comparative and historical terms. Emphasis on sex roles, traditional and emergent, and on alternative family structures. Prerequisite: same as for 207.

Mrs. Anderson-Kheif

212 (2) Sociology of Religion**1**

Sociological views of contemporary religion. Differences in organization and functions of religion in primitive, traditional, and advanced contemporary societies. Problems of organized religion in secular, pluralistic, and urban-industrial society. Prerequisite: same as for 207.

Mr. Eister

213 (1) Sociology of Law**1**

Analysis of sociological jurisprudence; examination of the empirical studies of various components of the justice system—legal profession, jury system, courts, police, and prisons; special attention to topics of social change, social class, and the law. Prerequisite: same as for 207.

Mrs. Silbey

214 (2) Medical Sociology**1**

Social factors associated with the incidence and treatment of health disorders. Differential availability of health care services. Social organization of hospitals; role behavior of patients, professional staff and others; attitudes in hospital setting toward terminal patients and death.

Prerequisite: same as for 207.

Mrs. Markson

215 (1) Sociology of Communication**1**

Sociological forms and consequences of communication with special attention to the press, motion pictures, television, and other mass media.

Prerequisite: same as for 207.

Mr. Eister

216 (2) Sociology of Higher Education**1**

Contemporary functions and types of higher educational institutions in the United States. Social organization of the campus as a local community. Professional and nonprofessional role relationships and the coordination of standards and of objectives. Field research required.

Prerequisite: same as for 207.

Not offered in 1977-78.

220 (1) The Metropolitan Community**1**

Ecological basis of community development from the village to the megalopolis. Changes in social control, deviance, conflict and integration of neighborhood and community in relation to social class, ethnicity, and city size. Types of political behavior emerging from different community structure.

Prerequisite: same as for 207.

Mr. McNatt

224 (2)* Social Movements and Collective Behavior**1**

Theories of conflict and collective behavior applied to emergent social processes such as demonstrations, riots, and rebellions; relationship to movements seeking alterations in the social order.

Prerequisite: same as for 207.

Mr. McNatt

229 (1) Modern Organizations**1**

Various perspectives and methodologies used in the investigation of organizations. Examination of the nature of work. Emphasis on size, complexity, and formalization of structure and on power, communication, and decision-making processes. Roles and adaptation of individuals in organizations; the significance of social and cultural environments.

Prerequisite: same as for 207. Not open to students who have taken [219].

Mr. Dimieri

231 (2) Society and Self**1**

Social structure and process with relation to the self. Social contributions and impediments to individual experience. Institutionalization of, and group innovation in, goals, attitudes, and ideas. Group formation as related to self-identity and social purpose.

Prerequisite: same as for 207.

Mrs. Markson

238 (1) Deviance**1**

The process of labeling and defining non-normative conduct. Focus on juvenile delinquency and mental illness in cross-cultural and historical perspectives.

Prerequisite: 102 or Anthropology 104. Not open to students who have taken [203].

Mrs. Markson

300 (1) Classical Sociological Thought**1**

Development of major sociological themes and theoretical positions from Montesquieu to the present.

Prerequisite: 102 or Anthropology 104, and two Grade II units, or permission of the instructor.

Mr. Eister

315 (2) Communications Media in the U.S.S.R.**1**

Analysis of Soviet communications media, both mass media, printed and broadcast, and interpersonal oral communications networks, such as agitation and propaganda. Focus on function and organization, as well as on public opinion as surveyed by sociologists. Open to juniors and seniors without prerequisite.

Ms. Mickiewicz

320 (2) Urban Social Systems**1**

Sociological and systems analysis of selected federal, city, and community attempts to respond to urban problems. Extensive field work in urban programs and projects in Boston.

Prerequisite: 102, 220, and one additional Grade II unit.

Mr. McNatt

324 (2) Seminar. Strategies of Social Change in Contemporary America**1**

Examination of strategies of change available to "relatively powerless" groups. Relationship of protest strategies to electoral politics. Recent examples include strategies by students, women, and ethnic minorities.

Prerequisite: same as for 300, and 224 is recommended but not required. Not open to students who have taken [349].

Not offered in 1977-78.

329 (1) (2) Seminar. Internships in Organizations**1**

Health, housing, correctional and related agencies in contemporary society as well as selected other organizations. Required internship assignment. Limited to 12 students. This course can only be elected for credit/non-credit.

Prerequisite: same as for 300, and 229 or [219] is recommended but not required, and by permission of the instructor.

Mrs. Anderson-Khleif

338 (1) Seminar. Deviance**1**

Social factors associated with the incidence and treatment of crime. Focus on the relationship between the criminal justice institutions (police, courts, and prisons) and the incidence of crime.

Prerequisite: same as for 300. Not open to students who have taken [323].

Mrs. Markson

340 (2) Seminar. Evaluation Research and Policy Analysis**1**

Analysis of research paradigms utilized in pure and applied forms of social science research. Particular attention to research sponsors and patrons; the professionalization of policy analysis; methodological issues of design and measurement; and the political, economic, and legal context of research. Topics for review include quality of life research; impact analysis of social programs in health care and criminal justice; and issues in the management of organizations.

Prerequisite: 201 and 202 or the equivalent.

Mr. Dimieri

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Majors in sociology are required to include in their programs 102, 201, and 300. Students planning graduate work are advised to include 202.

Students may take 200- and 300-level courses upon presentation of either Sociology 102 or Anthropology 104, but sociology majors may not substitute Anthropology 104 for Sociology 102.

For the classes of 1977 and 1978 the major shall be constructed as if there had been no division of Anthropology and Sociology. A student may construct a major out of eight courses selected from one or both departments, but she must fulfill the requirements of either the old sociology or old anthropology concentrator.

Spanish

Professor:

Lovett (Chairman)

Assistant Professor:

Gascón-Vera, Ben-Ur, Luský

Instructor:

Villanueva³

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country. See p. 41.

100 (1-2) Elementary Spanish**2**

Introduction to grammar through directed conversation; stress on audio-lingual approach. Intensive language laboratory and computer exercises. Three periods.

Open to students who do not present Spanish for admission.

The Staff

102 (1-2) Intermediate Spanish**2**

Intensive review of grammar and language skills through practice in the classroom and with language laboratory and computer exercises. Readings by contemporary Hispano-American writers. Emphasis on vocabulary building and oral and written expression. Three periods.

Prerequisite: two admission units in Spanish or 100.

The Staff

104 (1) Representative Modern Authors
1

Analysis of selected prose works from *La Generación del '98* on. Authors studied include Unamuno, Valle-Inclán, Benavente, Baroja, and Ortega. Constant practice in writing and speaking. Three periods.

Prerequisite: three admission units or permission of the instructor.

Mr. Lovett

201 (1) (2) Oral and Written Communication
1

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Fall semester meets three times a week. Not open to students who have taken 230.

Prerequisite: 102 or 104 or four admission units.

The Staff

202 (2)* Hispano-American Literature I
1

Critical and aesthetic problems in the field of fiction as seen through the works of Isaacs, Sarmiento, Quiroga, Güiraldes, Azuela, García Márquez, et al. Offered in alternation with 205.

Prerequisite: same as for 201.

Not offered in 1977-78.

203 (1)* Modern Spanish Literature
1

From *La Generación del '98* to the Spanish Civil War. Dominant themes and innovations in such authors as Unamuno, A. Machado, García Lorca, Guillén, and Salinas. Offered in alternation with 204.

Prerequisite: same as for 201.

Not offered in 1977-78.

204 (1)* Post-Civil War Spanish Literature
1

From post-civil war literature to today. The struggle for self-expression in Franco's Spain, and a study of the literary styles and accomplishments of contemporary authors: Cela, Goytisolo, Miguel Hernández, and Blas de Otero. Offered in alternation with 203.

Prerequisite: same as for 201.

Mr. Villanueva

205 (2)* Hispano-American Literature II
1

A selection of such outstanding Latin American essayists, poets, and playwrights as El Inca Garcilaso, Sor Juana Inés de la Cruz, Neruda, Lugones, Rubén Darío, et al. Offered in alternation with 202.

Prerequisite: same as for 201.

Ms. Ben-Ur

206 (1) Landmarks of Spanish Literature I
1

Intensive study of masterpieces and authors chosen from the Middle Ages to the Baroque: *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*; Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón.

Prerequisite: same as for 201.

Mr. Lovett

207 (2) Landmarks of Spanish Literature II
1

From the Enlightenment to 19th century Realism. The evolution from neoclassicism to the realistic novel: Moratín, Larra, Espronceda, Bécquer, and Pérez Galdós.

Prerequisite: same as for 201.

Miss Gascón-Vera

210 (2) Chicano Literature
1

A study of the major works of Chicano literature in the context of the Hispanic and American literary traditions. A critical analysis of the themes and styles from 19th century Romanticism to the genre of the contemporary Renaissance in the light of each author's social ethics and literary values: Luis Valdez, Alberto Urista, Tomás Rivera, and Miguel Méndez. Offered in alternation with 211.

Mr. Villanueva

211 (2) Puerto Rican Literature
1

Significance of Puerto Rican literature in contemporary society, its aims and accomplishment as seen from the literary point of view. The impact of Latin and North America on the development of such writers as Eugenio M. de Hostos, José Gautier, and Manuel Zeno Gandía and the particular relevance of Palés Matos, Enrique Laguerre, and René Marqués. Offered in alternation with 210.

Not offered in 1977-78.

Offered in 1978-79.

228 (2)* Latin American Literature: Fantasy and Revolution**1**

For description and prerequisite see Extra-departmental 228.

Not offered in 1977-78.

Offered in 1978-79.

229 (2)* Spanish Literature in Translation**1**

For description and prerequisite see Extra-departmental 229.

Not offered in 1977-78.

230 (1) Spanish for the Bilingual**1**

This course is comparable to freshman composition in English in that it provides a basis for oral and written competence for the bilingual American of Hispanic background. Emphasis on the behavior of parts of speech as they relate to English. Conversational practice stressing the building of verbal skills for discussion of academic and intellectual topics. Readings from selected short stories, newspapers, and magazines for discussion and imitation. Not open to students who have taken 201.

Prerequisite: a bilingual background and permission of the instructor.

Not offered in 1977-78.

Mr. Villanueva

260 (1)* The Hispanic World**1**

For description and prerequisite see History 260.

Not offered in 1977-78.

261 (2)* History of Spain**1**

For description and prerequisite see History 261.

Miss Gascón-Vera

301 (2)* Drama of the Seventeenth Century**1**

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. Offered in alternation with 302.

Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Mr. Lovett

302 (2)* Cervantes**1**

A close reading of the *Quijote* with particular emphasis on its significance in modern literature: the hero versus the anti-hero; the development of plot; levels of reality and fantasy in the novel; history versus fiction. Offered in alternation with 301.

Prerequisite: same as for 301.

Not offered in 1977-78.

306 (1)* Modern Hispano-American Literature I**1**

Study of the main literary currents in Mexico; analysis of present-day trends in prose and poetry: Rulfo, Fuentes, Reyes, Vasconcelos, Octavio Paz. Offered in alternation with 307. Prerequisite: same as for 301.

Ms. Ben-Ur

307 (1)* Modern Hispano-American Literature II**1**

Analysis of present-day trends in prose and poetry: Borges, Mallea, Gabriela Mistral, Vallejo, Carpentier, Cortázar, Donoso, García Márquez. Offered in alternation with 306. Prerequisite: same as for 301.

Not offered in 1977-78.

Ms. Ben-Ur

310 (1)* Seminar**1**

Topic for 1978-79: To be announced. Offered in alternation with 311.

Prerequisite: two Grade II units in literature or permission of the instructor.

Not offered in 1977-78.

Mr. Lovett

311 (1)* Seminar**1**

Topic for 1977-78: *La Celestina* and the Spanish literary tradition of the late Middle Ages. This seminar will consist of a detailed study of *La Celestina* as an introduction to Spanish Humanism. Additional topics will include the writings of the Marqués de Santillana, Jorge Manrique, the *novela sentimental*, and the first stirrings of the Spanish Renaissance. Offered in alternation with 310. Prerequisite: same as for 310.

Miss Gascón-Vera

350 (1) (2) Research or Individual Study 1 or 2

Open by permission, or to seniors who have taken two Grade III units in the department.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature. The Peninsular major should ordinarily include 201, 203 and/or 204, 206, 207, 301, 302, and two additional units of Grade III literature in Spanish; the Latin American major should include 201, 202, 203 and/or 204, 205, 306, 307, and two additional units of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major. Extradepartmental 330 and 331 are recommended for both majors.

Theatre Studies

Professor:
Barstow (Chairman)

Lecturer:
Levenson³

203 (2) Plays, Production, and Performance**1**

The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors.

Open to all students.

Mr. Barstow

205 (1)* Scene Study**1**

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism. Prerequisite: 203 or permission of the instructor.

Mr. Barstow

206 (1)* Design for the Theatre**1**

Study of changing concepts of theatrical environment; the designer's function in the production process, with emphasis on performance as a realization of the analytical interpretation of specific plays. Offered in alternation with 209.

Prerequisite: same as for 205.

Not offered in 1977-78.

Mr. Levenson

208 (1)* Contemporary Theatre**1**

Mid-20th century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.

Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Mr. Barstow

209 (1)* Seminar. The Design of Lighting for Theatrical Production**1**

Theory and technique of the lighting of performance as a major artistic component of theatrical production. Offered in alternation with 206.

Prerequisite: same as for 205.

Mr. Levenson

210 (1-2)* History of the Theatre**1 or 2**

Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.

Prerequisite: same as for 205.

Not offered in 1977-78.

Mr. Barstow

215 (1)* Shakespeare in the Theatre**1**

Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.

Prerequisite: 203, and English 215 or 305 or 306, or permission of the instructor.

Not offered in 1977-78.

Mr. Barstow

350 (1) (2) Research or Individual Study**1 or 2**

Open by permission to qualified students.

Directions for Election

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in theatre studies should see Inter-departmental Majors.

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

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Course may be elected to fulfill in part the distribution requirement in Group A

Course may be elected to fulfill in part the distribution requirement in Group B

Course may be elected to fulfill in part the distribution requirement in Group C

Experimental Courses

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the dean of the college. Faculty members and students are invited to submit their ideas to the Committee. There are three criteria for an experimental course or program: a) it should address a defined problem in education at Wellesley; b) it should test a set of conscious assumptions about learning (and the results of the test should be communicated openly); c) it should not fit easily into conventional departmental contexts. The following are the experimental courses which have been proposed for 1977-78.

101 (1) (2)**** Discovery Course in Mathematics and Its Applications

1

Mathematical reasoning and its applications. The course requires little background and is conducted as a discussion group in which students discover mathematical structure in several fields including some not often recognized as mathematical in nature. Topics chosen from: network analysis, mathematics in music and art, graphing and interpretation of data, game theory, computer programming, recursion theory. Two 70-minute meetings and another 1-2 hour meeting weekly. May not be counted toward the major in mathematics. Mandatory credit/ noncredit. Open by permission of the Department of Mathematics with preference given in the second semester to freshmen.

Ms. Schafer, Ms. Wason

112 (2)** Evolution: Change Through Time****1**

Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth, and life forms will come from the various scientific disciplines. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine carefully the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a 3-period demonstration section weekly. Meets the Group C distribution requirement as a nonlaboratory unit but does not count toward the minimum major in any Group C department.

Open only to freshmen and sophomores.

Not offered in 1977-78.

150 (1) Colloquia**1**

For directions for applying see p. 46.

Open to a limited number of freshman applicants.

a. American music in oral tradition**

An exploration of the tribal, folk, and popular music tradition of North America, with focus on the process of oral tradition. Special attention to the songs of the Navajo Indian and Appalachian cultures. No prior music course necessary.

Mrs. Shapiro

b.* Darwin, Marx, and Freud: pioneers of modern thought**

An introduction to the thought of three 19th century thinkers who have provided the historical framework for the contemporary period. Emphasis will be placed on their interpretations of human nature and history. A specific interest of this colloquium will be the psychological process of discovery, the origins of new ideas, and the process of social acceptance and assimilation of ideas which may appear to threaten the intellectual establishment.

Mrs. Chaplin

c.** Copernicus: radical or reactionary?**

The Copernican revolution is the first phase of the Scientific Revolution of the 16th and 17th centuries. Copernican ideas, like those of Darwin and Freud in the 19th century, forced western man to reassess his relation to the universe and to himself. Analysis in their historical and philosophical context of the scientific problems which were confronted by Copernicus provides an introduction to history of science and to the question "What is science?".

Miss Webster

201 (2) Exposition for Experts**1**

The search for ways to explain specialized subject matter to educated laymen in clear, interesting prose without sacrificing accuracy and substance. Mandatory credit/noncredit. Open to seniors not majoring in English, or by permission of the instructor.

Miss Lever

Extradepartmental Courses**100 (2) Tutorial in Expository Writing****1**

An individual tutorial in writing, taught by juniors and seniors from a variety of academic departments. Requirements for the course include completion of weekly assignments in writing and revising and occasional reading assignments; weekly conferences with a student tutor; occasional conferences with faculty advisor. Mandatory credit/noncredit. Open by permission of the class dean.

Mrs. Stubbs

104 (1) Classical Mythology****1**

For description and prerequisite see Greek 104.

105 (1) The Structure of the Ancient City: Pompeii**1**

A picture of daily life in the early Roman Empire. Examination of public and private art and architecture, inscriptions, graffiti, and literary texts. Comparative material from Rome, Herculaneum, and Ostia.

Open to all students.

Ms. Raschke

106 (1) Introduction to Chinese Culture**1**

An examination of the philosophy, religion, literature, art, and music of China. Attention to common patterns of thought and perception underlying these facets of Chinese culture.

Open to all students.

Not offered in 1977-78.

108 (2) Interpretations of Man in Western Literature****1**

Representative views of the nature of man reflected in a selection of major works of European literature. The readings, chosen to emphasize the classical heritage, will include works of Vergil, Augustine, Dante, Machiavelli, Montaigne, Milton, Goethe, and Eliot.

Open to all students.

Mr. Layman

110 (1) (2) Introduction to Automatic Computation**1**

Modeling of computational processes as sequential algorithms. Formal and informal techniques for the representation of these algorithms and their implementation on digital computers. Experience in programming and running of elementary problems, numeric and nonnumeric, on a digital computer.

Open to all students.

Mr. Ott

114 (1)* Introduction to Linguistics****1**

Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed.

Open to all students.

Ms. Levitt

201 (1) Russian Literature in Translation I****1**

For description and prerequisite see Russian 201.

202 (2) Russian Literature in Translation II****1**

For description and prerequisite see Russian 202.

203 (2) The Psychology of Greek Drama****1**

For description and prerequisite see Greek 203.

210 (2) Contemporary Women: An Interdisciplinary Perspective**1**

The course will draw on several disciplines to aid students in orienting their thinking about the nature of women and their actual and possible positions in modern society. Lectures by Wellesley faculty members with special expertise will contribute insights toward a better understanding of contemporary women. In addition to weekly lectures, the course will include weekly discussion groups.

Open to all students with preference given to sophomores, juniors, and seniors.

216 (2) Mathematics for the Physical Sciences**1**

Vector calculus and introduction to tensor calculus, partial differential equations, boundary value problems; complex analysis; abstract vector spaces, Hilbert spaces; numerical methods and analysis of data. Two weekly meetings with a third meeting every other week. Not open to students who have taken Mathematics 302, 305, or 310.

Prerequisite: Mathematics 201 or 215. A prior course in physical science is recommended.

Mrs. Brecher

218 (1) History of Science I**1**

A topical introduction to history of science through examination of changing patterns of scientific explanation and scientific activity, with particular emphasis on the sources, significance, and impact of the 17th century scientific revolution. Two periods weekly with a double period every other week for laboratory-discussion.

Not offered in 1977-78.

Miss Webster

219 (2) History of Science II**1**

A historical study of the nature, structure, and organization of science and scientific thought with particular emphasis on episodes from physical and biological science in the 19th and 20th centuries: Dalton, Darwin, and the dawn of the nuclear age. Two periods weekly with a double period every other week for laboratory-discussion.

Open by permission of the instructor. Not open to students who have taken Experimental 112.

Miss Webster

220 (1) The Modern French Novel**1**

Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation. Open to all students except those who have taken two or more Grade II courses in French literature.

Mr. Stambolian

228 (2)* ** Latin American Literature: Fantasy and Revolution**1**

Aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.

Open to all students except those who have taken Spanish 306 and 307.

Not offered in 1977-78.

Offered in 1978-79.

229 (2)* ** Spanish Literature in Translation**1**

Through the writings of Cervantes, Tirso de Molina, Calderón, and the author of the *Lazarillo*, four universal themes will be analyzed: idealism and reality in the figures of Don Quijote and Sancho; the myth of Don Juan in *El burlador de Sevilla*; the picaresque in *El Lazarillo de Tormes*, and free will and predestination in *La vida es sueño*. Additional readings of modern authors such as Pérez Galdós and Unamuno will provide further insight into these recurring themes.

Open to all students except those who have taken Spanish 206, 301, and 302.

Not offered in 1977-78.

230 (2) Seminar. Introduction to Computer Science**1**

Selected topics: Advanced programming techniques, elements of formal languages, automata and computability theory.

Prerequisite: Extrdepartmental 110 and permission of the instructor.

Mr. Ott

231 (1) Interpretation and Judgment of Films**1**

Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Ophüls, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice. Open to all students.

Mr. Garis

235 (2) Contemporary Approaches to Dance Composition: Practice and Theory**1**

Mid-20th century developments in dance. Practice in composition and experience in critical evaluation of student work. Emphasis on aesthetic problems related to chance and indeterminism in dance. Readings by Arnhem, Cage, McLuhan, and Peckham among others.

Open to all students. Performance skills in, or previous study of, any art form is recommended but not required.

Not offered in 1977-78.

237 (2)* History and Structure of the Romance Languages**1**

Open to students of French, Italian, Spanish, and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. Offered in alternation with 238.

Prerequisite: Extrdepartmental 114 or by permission of the instructor.

Not offered in 1977-78.

Ms. Levitt

238 (2)* Linguistic Analysis of Social and Literary Expression**1**

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the ways literary styles are created, and levels of social expression are conveyed, by variations in the structural and semantic organization of language. Offered in alternation with 237.

Prerequisite: Extradepartmental 114 or by permission of the instructor.

Ms. Levitt

241 (2)* ** Chinese Literature in Translation I**1**

For description and prerequisite see Chinese 241.

242 (2)* ** Chinese Literature in Translation II**1**

For description and prerequisite see Chinese 242.

Not offered in 1977-78.

245 (2) Films and the Novel in Italy**1**

An introduction to historical, political, and social aspects of post-war Italy; exploration of the interrelationship between Italian cinema and fiction in the development of both social realism and experimental modes of poetic expression. Emphasis on novels by authors such as Pavese, Calvino, Moravia, and Levi and analysis of films directed by Visconti, Rossellini, De Sica, Fellini, and Pasolini. Given in English. Students doing the reading and paper writing in Italian may count this course toward the major in Italian. Open to sophomores, juniors, and seniors.

Mrs. Ellerman

246 (2)* Ancient Medicine****1**

Theories of physical and mental diseases; treatments, instruments, and therapeutic methodologies. The increasing secularization of medicine; social responsibility for health care; miracle cures.

Ms. Brown

247 (2) Arthurian Legends**1**

A survey of legends connected with King Arthur from the 6th century through the 15th with some attention to the new interpretations in the Renaissance, the 19th, and the 20th centuries. Special lectures by members of the Medieval/Renaissance Studies program. Open to sophomores, juniors, and seniors.

Miss Lever

250 (1) Women in Developing Countries: Sex Roles and Social Change**1**

Women's participation in development and its impact on their status in society in Africa, Asia, Latin America, and the Middle East. Emphasis on comparative analysis. General theories about modernization will be examined against evidence from studies of different regions, income levels, rural-urban contexts, etc. Topics will include labor force participation, social networks, political participation, and familial roles. Historical and contemporary materials to be used.

Prerequisite: One unit of relevant work in anthropology, economics, history, political science, or sociology, or permission of the instructor.

Ms. Elliott

330 (1) Comparative Literature**1**

Topic for 1977-78: Madness—liberation or debility? A study of changing cultural conceptions of madness as they are expressed in major literary works from Plato's time to the present. Readings from Shakespeare, Cervantes, Goethe, Rimbaud, Kafka and others will be related, whenever possible, to discussions of madness contemporary with them. Special attention will be given to the ways madness is seen to relate to artistic creation.

Miss Lusky

331 (2) Seminar. The Theatre Since 1945**1**

Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America. New critical approaches and play-writing encouraged.

Open by permission of the instructor to juniors and seniors.

Mr. Stambolian

335 (1) Seminar. American Studies**1**

Topic for 1977-78: America as the promised land. An examination of selected texts drawn from various disciplines and historical eras which attempts to define the promise of the American experience and analyze the fulfillment or failure of that promise.

Open by permission of the instructor to American studies majors, and to other qualified students if space permits.

Mr. Auerbach

Courses in Natural Philosophy

Throughout the past and into our own times human curiosity and human imagination have been joined in a struggle to understand something of the structure of the universe, the structure of matter, and the nature of living systems. The beliefs which have emerged from the struggle express the themes of western civilization: its philosophy, its art, its literature, its values.

Because this quest for knowledge and understanding is not the province of any single discipline, nor simply of science, the phrase Natural Philosophy is more truly descriptive than History of Science. History of Science provides an orientation for examining the specific activities of practitioners of science and seeing the ways in which scientific ideas, methods, and theories both reflect and influence man's thought in other areas. The activities of scientists are imaginative and conceptual as well as observational and experimental, and a fuller understanding of these activities and the scientific beliefs they produce comes from examining them in the context of the social, political, economic, and intellectual milieu of their times.

Although Wellesley does not have a department or major in History of Science, there are many courses in Wellesley's curriculum, departmental and extrdepartmental, which could be designated Natural Philosophy. Whether they plan majors in mathematics, the social sciences, laboratory sciences, or the humanities, many students will find in a selection from these courses a congenial and satisfying framework for integrating many facets of their undergraduate education.

Experimental 112 (2)

Evolution: Change Through Time

Experimental 150 (1)

b. Darwin, Marx, and Freud: Pioneers of Modern Thought

c. Copernicus: Radical or Reactionary?

Extrdepartmental 218 (1)

History of Science I

Extrdepartmental 219 (2)

History of Science II

Extrdepartmental 246 (2)

Ancient Medicine

History 235 (1)

The History of Western Thought, from Augustine to Pascal

History 236 (2)*

The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

Philosophy 200 (1) (2)

Modern Sources of Contemporary Philosophy

Philosophy 217 (2)

Philosophy of Science

Philosophy 220 (1)

History of Modern Philosophy from the Renaissance to Kant

Philosophy 221 (2)

History of Modern Philosophy in the Nineteenth Century

Philosophy 327 (2)

Seminar. Ideas of Progress

Physics 101 (2)

Physics in Perspective

Physics 102 (2)*

Physics of Perception and Aesthetics

Physics 249 (1)*

Medical Physics

Psychology 325 (1)

History of Psychology

Religion 107 (1) (2)

Crises of Belief in Modern Religion

Interdepartmental Majors

The College offers five established interdepartmental major programs: classical civilization, classical and Near Eastern archaeology, East Asian studies, medieval/renaissance studies, and molecular biology. In addition, a student may design an individual major. All interdepartmental and individual majors must include at least four units of work in one department above the Grade I level, and at least two Grade III units. Some representative individual majors and courses available for them are included in this section.

Classical Civilization

Director: Lefkowitz

Students who wish a classical civilization major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

The selections listed below are available for majors in classical civilization.

Greek: All courses in the original. Latin: All courses in the original.

Art 100 (1-2)

Introductory Course

Art 200 (2)*

Classical Art

Art 334 (1)*

Seminar. Problems in Archaeological Method and Theory

Extrdepartmental 105 (1)

The Structure of the Ancient City: Pompeii

Extrdepartmental 246 (2)

Ancient Medicine

Greek 104 (1)

Classical Mythology

Greek 203 (2)

The Psychology of Greek Drama

Greek 328 (2)

Problems in Ancient History and Historiography

History 150 (2) e

Women in Antiquity

History 230 (1)*

History of Greece

Philosophy 101 (1) (2)

Plato's Dialogues As an Introduction to Philosophy

Philosophy 311 (2)

Aristotle

Religion and Biblical Studies 104 (1) (2)

The Hebrew Scriptures

Religion and Biblical Studies 105 (1) (2)

The Person and Message of Jesus

Religion and Biblical Studies 204 (1)*

Christian Beginnings in the Hellenistic World

Religion and Biblical Studies 207 (2)

New Testament Greek

Religion and Biblical Studies 307 (2)*

Seminar. The New Testament

Classical and Near Eastern

Archaeology

Director: Marvin

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the departments of anthropology, art, Greek, history, Latin, philosophy, and religion and biblical studies as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods, geology, and chemistry are also useful. The introductory course in

archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin.

Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Anthropology 344 which details the emergence of early urban societies, and Religion 203 which traces their later history.

Students should plan for at least one summer of excavation and travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students. See p. 42.

East Asian Studies

Directors: Cohen, Lin

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work; students interested in a broader range of courses on Asia may take a minimum of Chinese language work or none.

The following courses are available for majors in East Asian studies:

Art 248 (1)

Chinese Art

Art 249 (2)

Far Eastern Art

Art 337 (2)*

Seminar. Chinese Art

Chinese 101 (1-2)

Elementary Spoken Chinese

Chinese 102 (1-2)

Basic Chinese Reading and Writing

Chinese 151 (1-2)

Advanced Elementary Chinese

Chinese 201 (1-2)

Intermediate Chinese Reading

Chinese 202 (1-2)

Intermediate Conversational Chinese

Chinese 231 (1)

Chinese for the Bilingual

Chinese 241 (2)*

Chinese Literature in Translation I

Chinese 242 (2)*

Chinese Literature in Translation II

Chinese 252 (1)

Readings in Modern Style Writings

Chinese 300 (2)

Readings in Contemporary Chinese Literature

Chinese 301 (2)

Readings in Expository Writings of Revolutionary China, Before and After 1949

Chinese 310 (1)

Introduction to Literary Chinese

Chinese 311 (2)

Readings in Elementary Classical Chinese

Chinese 316 (1)

Seminar. Chinese Literature in the Twentieth Century

Extrdepartmental 106 (1)

Introduction to Chinese Culture

History 271 (1)

Japanese History

History 275 (1)

Premodern Chinese History

History 276 (2)

Modern Chinese History

History 345 (1)

Seminar. Chinese History I

History 346 (2)

Seminar. Chinese History II

Political Science 300 (2)

Politics of East Asia

Political Science 306 (1)

Seminar. Peasant Societies and Political Development

Religion and Biblical Studies 108 (1) (2)

Introduction to Asian Religions

Religion and Biblical Studies 253 (1)

Buddhist Thought and Practice

Religion and Biblical Studies 254 (1)

Chinese Religions

Religion and Biblical Studies 255 (2)

Japanese Religion and Culture

Religion and Biblical Studies 305 (2)

Seminar in Asian Religions

Religion and Biblical Studies 312 (2)

Seminar. Readings on Religion in China

Medieval/Renaissance Studies

Director: Cox

The major in medieval/renaissance studies enables students to explore the infinite richness and variety of western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. History 330 is the seminar recommended for majors in medieval/renaissance studies in 1977-78. Among the courses available for majors and prospective majors are:

Art 100 (1-2)

Introductory Course

Art 202 (2)

Medieval Sculpture and Painting

Art 203 (1)

Cathedrals and Castles of the High Middle Ages

Art 215 (1)

European Art to the Renaissance

Art 251 (2)

Italian Renaissance Art

Art 254 (2)*

Art of the City: Medieval, Renaissance, and Baroque

Art 302 (1)*

Italian Painting: The Fourteenth and Fifteenth Centuries

Art 304 (1)*

Late Medieval and Renaissance Sculpture

Art 308 (2)*

Renaissance and Baroque Architecture

Art 311 (1)*

Northern European Painting and Printmaking

Art 330 (2)*

Seminar. Italian Art

Art 331 (2)

Seminar. Italian Art

Art 332 (2)*

Seminar. The Arts in England in the Thirteenth Century

English 215 (1) (2)

Shakespeare

English 220 (1)

Chaucer I

English 221 (2)

Chaucer II

English 233 (2)*

English Renaissance Tragedy in Perspective

English 305 (1)

Advanced Studies in Shakespeare I

English 306 (1) (2)

Advanced Studies in Shakespeare II

English 308 (2)*

The Middle Ages and Renaissance in England

English 312 (1)

The English Language

Extrdepartmental 108 (2)

Interpretations of Man in Western Literature

Extrdepartmental 229 (2)*

Spanish Literature in Translation

Extrdepartmental 247 (2)

Arthurian Legends

French 212 (1)

Medieval French Literature I

French 300 (2)

French Literature of the Renaissance

French 312 (1)

Medieval French Literature II

History 100 (1) (2)

Medieval and Early Modern European History

History 150 (2) e

Women in Antiquity

History 230 (1)*

History of Greece

History 231 (1)*

History of Rome

History 232 (2)

Medieval Civilization, 1000 to 1300

History 233 (2)

The Renaissance and Reformation, 1300 to 1650

History 235 (1)

The History of Western Thought, from Augustine to Pascal

History 238 (1)

History of England to 1500

History 239 (2)

History of England, 1500 to 1700

History 328 (2)

Problems in Ancient History and Historiography

History 330 (1)

Seminar. Medieval/Early Modern Europe

Italian 207 (2)

Significant Moments of the Italian Literature of the Middle Ages and the Renaissance

Italian 301 (1-2)

Dante

Latin 207 (2)

Medieval Latin

Music 303 (2)

The Middle Ages and the Renaissance

Political Science 240 (1)*

Classical and Medieval Political Theory

Religion and Biblical Studies 216 (1)

Christian Thought and Practice I

Religion and Biblical Studies 217 (2)

Christian Thought and Practice II

Religion and Biblical Studies 242 (2)

Christianity in the Arts

Spanish 206 (1)

Landmarks of Spanish Literature I

Spanish 302 (2)*

Cervantes

Molecular Biology

Director: Allen

The departments of biological sciences and chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of biochemistry (221 and 326), the area of concentration consists of four units of chemistry (100 or 103, 104, 211, and 231); five units of biology (100, 101, 200 or 206 or 216, 205, and one Grade III unit with a scheduled laboratory, excluding 350 or 370); Physics 104, 105, or 110; and Mathematics [111], 116, or the equivalent.

Individual Majors

Students who are interested in interdisciplinary work may design an individual major, in consultation with two faculty advisors. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. In setting up guidelines for the individual major, the committee hopes to extend the possibility for a major which crosses traditional departmental lines to those students who could most benefit from such a major and to assure suitable guidance to the student in selecting appropriate courses for the major. The program for the individual major should include four units in one department above the Grade I level, and two Grade III units.

The majors and suggested courses listed below are representative of the more established programs:

American Studies

Director: Quinn

American studies is a highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

There are no required courses. Among the courses which have been designed to assist students in developing their own ideas about characteristic themes in American culture is Extradepartmental 335, *America As the Promised Land*.

The following is a partial list of other courses available that may be included in an American studies major:

Anthropology 210 (2)

Racial and Ethnic Minorities

Art 226 (1)

History of Afro-American Art

Art 231 (1)

American Art from Colonial Times to the Civil War

Art 232 (2)

American Art from the Civil War to the Foundation of the New York School

Black Studies 206 (1-2)

Afro-American History

Black Studies 230 (2)

The Black Woman

Black Studies 320 (1)

Black Institutions

Economics 204 (1)*

American Economic History

Economics 230 (2)*

Labor Economics

Economics 305 (2)*

Industrial Organization

English 150 (1)

Images of the City in American Literature

English 223 (1)

American Literature I

English 224 (2)

American Literature II

English 225 (1) (2)

American Literature III

English 228 (2)

Black Literature in America

History 250 (1)

Colonial America, 1607-1763

History 251 (2)

The United States in the Eighteenth Century

History 252 (1)

The United States in the Nineteenth Century

History 253 (2)

The United States in the Twentieth Century

Political Science 210 (1)

Voters, Parties and Elections

Political Science 310 (2)

Political Decision-Making in the United States

Political Science 332 (1)

The Supreme Court in American Politics

Political Science 340 (1)*

American Political Thought

Religion 218 (2)

History of American Religions

Sociology 103 (2)

American Society

Sociology 324 (2)

Seminar. Strategies of Social Change in Contemporary America

Italian Culture

Director: Ellerman

The major in Italian Culture offers students the opportunity of becoming proficient in the language and of acquiring knowledge and understanding of Italy through the study of its art, history, literature, music, and thought.

The program for each student will be planned on an individual basis and is subject to the approval of the director. At least four units in Italian above the Grade I level, one of which shall be of Grade III level, must be included in the program.

The following courses are available for majors in Italian Culture:

Art 220 (1)

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 251 (2)

Italian Renaissance Art

Art 254 (2)*

Art of the City: Medieval, Renaissance, and Baroque

Art 302 (1)*

Italian Painting: The Fourteenth and Fifteenth Centuries

Art 304 (1)*

Late Medieval and Renaissance Sculpture

Art 308 (2)*

Renaissance and Baroque Architecture

Art 330 (2)*

Seminar. Italian Art

History 233 (2)

The Renaissance and Reformation, 1300 to 1650

Italian 202 (1)

Intermediate Italian

Italian 205 (2)

Contemporary Italy

Italian 207 (2)

Significant Moments of the Italian Literature of the Middle Ages and the Renaissance

Italian 208 (1)

Italian Romanticism

Italian 245 (2)

Films and the Novel in Italy

Italian 301 (1-2)

Dante

Italian 302 (1)*

The Theatre in Italy

Italian 303 (1)*

The Short Story in Italy Through the Ages

Italian 308 (2)

The Contemporary Novel

Italian 349 (2)

Seminar. Literature and Society

Music 208 (1)*

The Baroque Era

Music 307 (2)*

The Opera

Language Studies

The following courses are available in language studies:

English 312 (1)

The English Language

Extrdepartmental 114 (1)

Introduction to Linguistics

Extrdepartmental 237 (2)*

History and Structure of the Romance Languages

Extrdepartmental 238 (2)*

Linguistic Analysis of Social and Literary Expression

French 308 (2)

Studies in Language IIa

French 309 (1)

Studies in Language IIb

Philosophy 204 (2)

Philosophy of Language

Psychology 216 (1)

Psycholinguistics

Russian 249 (2)*

Language

Theatre Studies

Director: Barstow

The individual major in theatre studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners: playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

Theatre Studies 203 and both semesters of Theatre Studies 210 are required for the major. At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in theatre studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the extra-curricular production program of the Wellesley College Theatre.

In addition to the offerings of the theatre studies department, the following courses are specifically relevant to the individual major in theatre studies:

English 212 (1) (2)

Modern Drama

English 215 (1) (2)

Shakespeare

English 233 (2)*

English Renaissance Tragedy in Perspective

English 305 (1)

Advanced Studies in Shakespeare I

English 306 (1) (2)

Advanced Studies in Shakespeare II

Extradepartmental 235 (2)

Contemporary Approaches to Dance Composition: Practice and Theory

Extradepartmental 331 (2)

Seminar. The Theatre Since 1945

French 213 (1) (2)

French Drama in the Twentieth Century

Greek 302 (2)*

Aeschylus and Sophocles

Greek 304 (2)*

Euripides

History 236 (2)*

The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

Italian 302 (1)*

The Theatre in Italy

Music 200 (1-2)

Design in Music

Music 307 (2)*

The Opera

Philosophy 203 (1)

Philosophy of Art

The following courses are specifically relevant to the individual design major in theatre studies:

Art 100 (1-2)

Introductory Course

Art 105 (1) (2)

Introductory Drawing

Art 108 (1) (2)

Introductory Photography

Art 209 (1-2)

Basic Design

Art 210 (2)

Color

Majors taking Design for the Theatre (206) are encouraged to take Art 100 and one or more of the following, before taking 206: Art 105, 108, 209, 210.

Urban Studies

Director: McGeary

An individual major in urban studies may be designed by students in consultation with two faculty advisors, each representing different departments. *These programs are subject to the approval of the Committee on Curriculum and Instruction.*

The program should include 4 units in one department above the Grade I level. Moreover, at least 2 units must be at the advanced (Grade III) level. This concentration is to provide majors with a sound disciplinary background and to equip them for further academic or professional work. Such concentration usually occurs within the Departments of Anthropology, Art, Black Studies, Economics, History, Political Science, Psychology, or Sociology.

The interdisciplinary approach, based on particular student interests, may emphasize urban problem-solving and public administration, urban design, urban education, or the urban environment. An understanding of the processes which create and sustain urban systems should be at the core of an urban studies major.

Students should note carefully the course prerequisites set by each department. It is also strongly recommended that majors elect basic methodology courses in their field of concentration (e.g., Political Science 249; Sociology 201, 202 sequence, etc.). This focus will provide techniques and tools of analysis pertinent to a disciplined perspective on urban processes and/or policy.

Students are also encouraged to apply for experientially based programs such as the Urban Politics Summer Internship, programs

sponsored by the Career Services Office, and to elect Political Science 318 (Field Research Seminar in Public Policy) and Sociology 329 (Seminar: Internships in Organizations). Additional opportunities for courses and field work are available through MIT cross-registration.

The following courses are available for majors in urban studies:

Anthropology 210 (2)

Racial and Ethnic Minorities

Anthropology 242 (2)*

The Emergence of Early Urban Societies

Anthropology 325 (2)*

Urban Poverty

Anthropology 345 (1)

Seminar in Urban Anthropology

Art 254 (2)*

Art of the City: Medieval, Renaissance, and Baroque

Biological Sciences 307 (1)

Topics in Ecology

Black Studies 105 (1)

Introduction to the Black Experience

Black Studies 206 (1-2)Afro-American History Since 1865
(Offered first semester 1978-79.)**Black Studies 212 (1)**

Introduction to Black Politics

Black Studies 213 (2)

Political Development in the Black Community

Black Studies 214 (2)

Blacks and the United States Supreme Court

Black Studies 315 (1)

Urban Black Politics in the South

Economics 225 (2)

Urban Economics

Economics 249 (1)

Seminar: Economics of the Environment

Education 216 (2)

Education, Society and Social Policy

English 150 (1)

Images of the City in American Literature

History 252 (1)

The United States in the Nineteenth Century

History 253 (2)

The United States in the Twentieth Century

History 254 (1)

United States Urban History

Political Science 212 (1)

Urban Politics

Political Science 315 (2)

Bureaucratic Politics

Political Science 318 (2)

Field Research Seminar in Public Policy

Psychology 313 (2)

Seminar. Group Psychology

Psychology 340 (1)

Social Psychology and Industrial Society

Sociology 209 (1)

Social Inequality

Sociology 220 (1)

The Metropolitan Community

Sociology 320 (2)

Urban Social Systems

Sociology 329 (1) (2)

Seminar. Internships in Organizations

Extrdepartmental 210 (2)

Contemporary Women: An Interdisciplinary Perspective

Extrdepartmental 250 (1)

Women in Developing Countries: Sex Roles and Social Change

French 319 (2)

Women and Literary Expression

History 150 (2) e

Women in Antiquity

History 155 (2)

Women in American History

History 332 (2)

Seminar. The "Woman Question" in Victorian England

History 337 (1)

Seminar. American Women in the Great Depression

Psychology 301 (1) (2)

Seminar. The Role of Sex-Typing in Childhood Socialization

Psychology 303 (1) (2)

The Psychological Implications of Being Female

Women's Studies

The following courses are available in women's studies. Other courses are available each semester through cross-registration with MIT.

Black Studies 230 (2)

The Black Woman

Education 206 (1)

Women, Education and Work

Education 208 (2)

Growing Up Female

English 150 (2) b

American Women Writers: the Short Story

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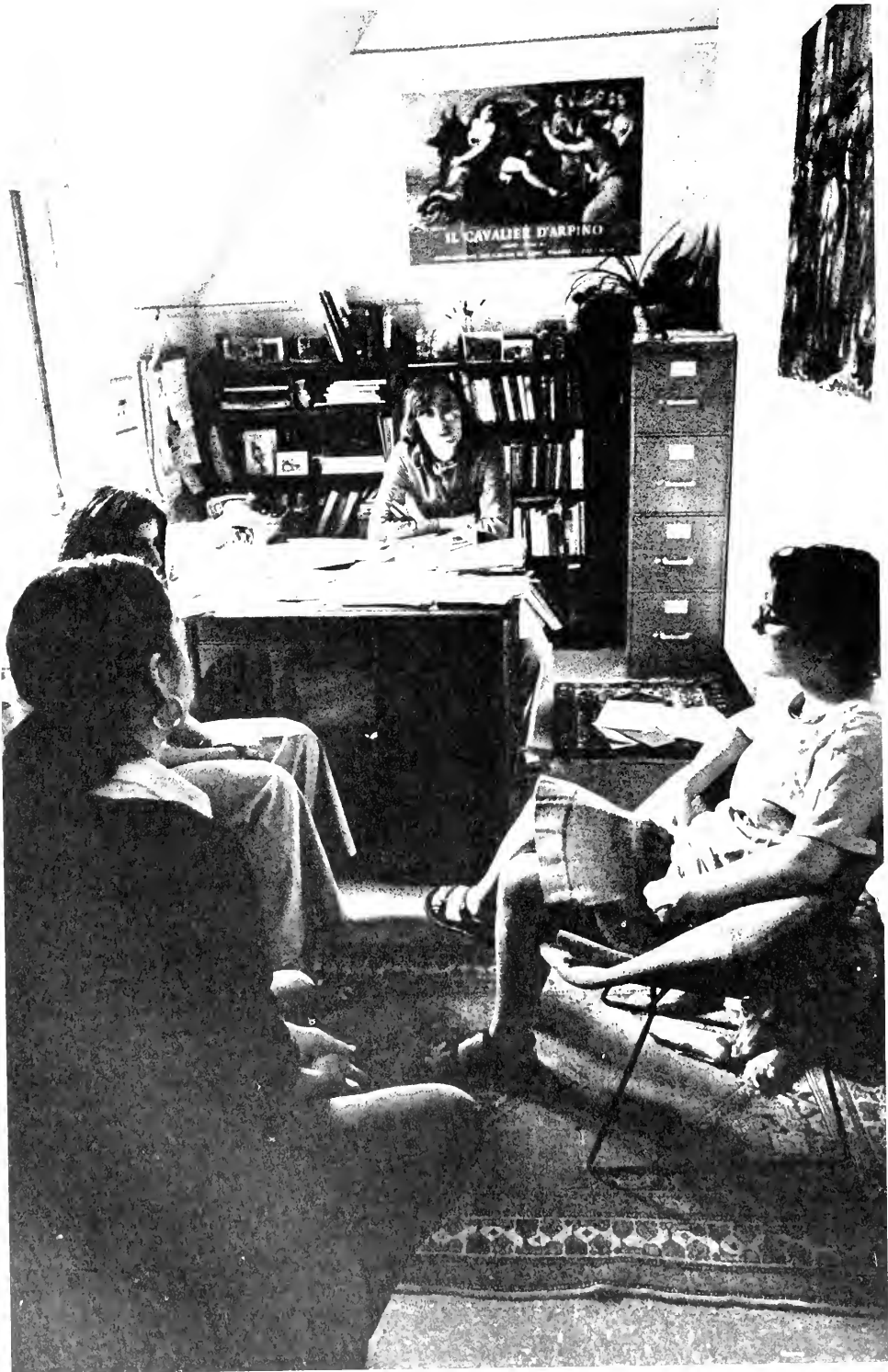
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Wellesley has deep gratitude for the gifts of alumnae, friends, and parents without whose support it could not maintain its standards of excellence. The College welcomes outright gifts of cash, gifts of securities, and gifts of other property. The College provides income for life to donors who invest in either an Annuity or a Life Income Plan.

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An unrestricted bequest to Wellesley may be worded:

"I give to Wellesley College, Wellesley, Massachusetts, the sum of dollars."

In the case of a bequest for a specific purpose, it is wise to allow considerable latitude in the use of any fund, so that changing conditions will not impair the usefulness of the gift. Thus, such a bequest may be expressed:

"I give to Wellesley College, Wellesley, Massachusetts, the sum of dollars, the income only to be used for " (Here describe the purpose in as broad and simple terms as possible, as for example, faculty salaries or scholarships.) The more limited the use, the more important it is to add a provision such as, "If, in the future, the Trustees of the College determine that the Bequest is no longer needed for the purpose for which it was bequeathed, they may use it to meet other needs of the College, but the name of the Fund will always remain in Wellesley's records."

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Index

- Academic
 - calendar, 3
 - distinctions, 42
 - honors in the major field, 42
 - standards, 38
 - summary, 29
- Acceleration, 39
- Administration, 185-189
- Admission, 13-16
 - application for, 14
 - campus visit, 14
 - College Entrance Examination Board tests, 15
 - criteria for, 14
 - deferred entrance, 16
 - early evaluation, 15
 - foreign students, 16
 - general requirements for freshman applicants, 14
 - interview, 14
 - plans, 15
 - transfer students, 16
 - U.S. citizens living abroad, 16
- Advanced placement, credit for, 38
- Alumnae, 191-193
 - Association, board of directors, 192
 - National Development Fund Committee, 193
 - trustees, 192
- Alumnae Hall, 33
- American studies, individual major, 162
- Anthropology courses, 47-49
- Archaeology, classical and Near Eastern,
 - interdepartmental major, 158
- Art courses, 50-57
- Arts center, 32
- Astronomy courses, 58-59
- Bachelor of Arts degree, requirements for, 36
- Beit Shalom, 34
- Biblical studies courses, 137-142
- Biological sciences courses, 59-63
- Black studies courses, 64-68
- Buildings, see Campus
- Calendar, 3
- Campus, description of, 31-34
 - map of, 196
- Career, preparation for, 43-44
- Career Services Office, 29
- Chapel, 33
- Chemistry courses, 68-71
- Child Study Center, 33
- Chinese courses, 71-73
- Classical civilization, interdepartmental major, 158
- Classical and Near Eastern archaeology,
 - interdepartmental major, 158
- College, history of, 9-12
- College Entrance Examination Board tests, 15
- College Government, 11
- Colloquia, freshman-sophomore, 40, 46
- Community involvement, 42
- Computer facilities, 32
- Confidentiality of student records, 23-24
- Continuing education, 19, 44
- Correspondence, 4
- Counseling resources, 28
- Courses of instruction, 47-166
- Credit
 - for advanced placement examination, 38
 - for community involvement, 42
 - for other academic work, 38
 - for summer school and independent study, 42
- Cross-registration, Massachusetts Institute of Technology, 40
- Curriculum, 35-44
- Degree
 - B.A., requirements for, 36
- Dental school, 44
- Development, national committee, 193
- Dormitories, 27, 33
- Early evaluation, 15
- East Asian studies, interdepartmental major, 159-160
- Economic internship program, 41
- Economics courses, 74-77
- Education courses, 77-79
- Emeriti professors, 183-184
- Employment, student, 29
- English courses, 80-85
- Enrollment, 29-30
- Examinations, 38
 - advanced placement, 38
 - exemption, 39
- Exchange Program, Twelve College, 40
- Expenses, general, 19
- Experimental courses, 152-153
- Experimental exchange, Spelman-Wellesley, 41
- Extrdepartmental courses, 152-157
- Faculty, see Officers of Instruction
- Federal Income Tax Return, 22
- Fees and expenses, 18-19
 - annual fee, 18
 - continuing education, 19
 - general deposit, 18
 - plans of payment, 18, 20-21
 - reservation fee, 18
 - room retainer fee, 18
 - special fees and expenses, 18
 - student activity fee, 18
- Fellowships,
 - undergraduate and graduate, 22-23
- Financial aid, 21
 - application for, 22
 - Federal Income Tax Return, 22
 - form, 22
 - payments, 18
 - transfer students, 22
- Foreign language requirements, 36-37
- Foreign students
 - admission of, 16
 - countries, 30
- French courses, 85-89
- Freshman
 - admission requirements, 14
- Freshman-sophomore colloquia, 40, 46
- Geology courses, 89-91
- German courses, 91-93
- Gifts and bequests, 190
- Grading system, 38

- Graduate fellowships, 22-23
 Greek and Latin courses, 93-97
 Greek courses, 93-95
 Green Hall, 34
 Greenhouses, 32

 Harambee House, 34
 Health professions, 44
 Health services, 28
 infirmary, 34
 medical insurance, 18
 History courses, 98-107
 History of science courses, 154-155
 Honor Basis, 26-27
 Honors in the major field, 42

 Individual majors, 161-166
 Individual study, 39
 Infirmary, 34
 Insurance, medical, 18
 Interdepartmental majors, 158-166
 Internships, summer, 41
 Interview, 14
 Italian courses, 108-109
 Italian Culture, individual major, 163

 Jewett Arts Center, 32-33
 Jobs, 29
 Junior Year Abroad, 41

 Language studies, 163
 Latin courses, 95-97
 Leave of absence, 43
 Library, 33
 Loans, 21

 Major, 37-38
 Massachusetts Institute of Technology,
 cross-registration, 40
 Mathematics courses, 109-112
 Medical insurance, 18
 Medical school, 44
 Medieval/Renaissance studies, interdepart-
 mental major, 160-161
 Molecular biology, interdepartmental major, 161
 Music courses, 113-116

 National Development Fund Committee, 193
 Natural philosophy courses, 157
 Nondiscrimination, policy of, 24

 Observatory, 32
 Officers of Instruction, 167-184

 Phi Beta Kappa, 42
 Philosophy courses, 117-121
 Physical education courses, 121-123
 Physical education facilities, 33
 Physics courses, 123-125
 Plans of payment, 18, 20-21
 Political science courses, 126-132
 Presidents, 8
 President's House, 34
 Psychology courses, 132-136

 Readmission, 43
 Refunds, 19
 Religion and biblical studies courses, 137-142
 Religious resources, 28
 Required studies,
 exemption from, 39
 Requirements
 distribution, 36
 foreign language, 36-37
 other, 37
 Research, student, 39
 Residence halls, 27, 33
 Russian courses, 142-143

 Sage, 32
 Schneider College Center, 33
 Scholarships, 41, 42
 Scholastic aptitude and achievement tests, 15
 Science Center, 32
 Secondary school teaching, 44
 Sigma Xi, 42
 Slater International Center, 34
 Slater scholarship, 41, 42
 Society houses, 34
 Sociology courses, 144-147
 Spanish courses, 147-150
 Spelman-Wellesley Experimental Exchange
 Program, 41
 Sports facilities, 33
 Stecher scholarship, 41, 42
 Student life, 26
 Student records, confidentiality of, 23-24
 Students
 academic summary, 29
 from other countries, 16
 geographic distribution, 30
 Students' Aid Society, 21
 Study abroad
 junior year, 41
 summer, 42
 Summers, 29
 internships, 41

 Teaching, student preparation for, 44
 Theatre studies courses, 150-151
 Theatre studies, individual major, 164-165
 Transfer students
 admission, 16
 financial aid, 22
 Trustees, board of, 5-7
 Tuition
 payments, 18, 20-21
 Twelve College Exchange Program, 40

 Urban internship program, 41
 Urban studies, individual major, 165-166

 Visitors, 4

 Waddell scholarships, 41, 42
 Washington internship program, 41
 Wellesley College Club, 34
 Withdrawal, 43
 Women's research center, 34
 Women's studies, individual major, 166

